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AUTHOR	Conroy, Barbara
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ABSTRACT

The basic objective of the institute was to improve the library effectiveness of the attendees and to develop their potential for future leadership. An intense and concentrated program of learning opportunities focused on increasing the personal and professional competence of its nine participants. A model was designed, implemented and evaluated which can serve as a basis for attaining educational goals of library schools, staff development programs and professional association continuing education efforts. (AB)

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A DESCRIPTIVE AND EVALUATIVE REPORT OF THE

WASHINGTON SEMINAR: LIBRARY CAREER DEVELOPMENT INSTITUTE

by

Barbara Conroy, Director

An Institute conducted at The Catholic University of America, Washington, D.C., by the Department of Library Science, under a grant from the U.S. Office of Education, Title II-B, Higher Education Act of 1965, P.L. 89-329, as amended.

The Catholic University of America
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PURPOSE AND OBJECTIVES

Rev. James J. Kortendick, Chairman, Department of Library Science, Catholic University of America, and Dr. Elizabeth W. Stone, Assistant to the Chairman, Department of Library Science, Catholic University, known in the library field for their interest in continuing education for librarians, submitted to the U.S. Office of Education a proposal which addressed itself in general to the need for greater professional competence of librarians, specifically those showing potential for managerial development. As stated in the proposal, the basic objective of the Institute being proposed was "to improve the library effectiveness of those who attend and to develop their potential for future leadership."

The Institute which resulted from the funding of this proposal used the unique resources of Washington, D.C. as the background for achieving this primary goal. An intense and concentrated program of learning opportunities focused on increasing the personal and professional competence of its nine participants--individuals from public, academic, and school librarianship. These participants involved themselves in the full-time, seventeen week (January 11-May 7, 1971) program aimed at career development.

The primary outcome sought was to enable individuals to develop their leadership potential and their ability to evidence that leadership in the field of librarianship.

The specific objectives of the Institute were:

-to improve the competence of participants in terms of professional knowledge, skills, and attitudes through an individually designed sequence of learning opportunities,

-to develop and expand the personal leadership potential of each participant in terms of human relations skills and self-awareness,

-to increase the career development potential of the participants for further long term professional growth and toward supervisory and management positions,

-to promote participant awareness and use of the national resources and leadership present on the Washington scene, and

-to increase the ability of the participants to facilitate change.

These objectives served as constant guidelines during the planning and implementation of the program--for programming and for evaluation.

This report is designed to describe the model sufficiently to encourage the adoption and adaptation of the entire model or parts of it as may be suited to educational goals of library schools, staff development programs, and professional association continuing education efforts. The report is both descriptive and evaluative of the model.

The individuals involved in this program gave it life. Since different individuals would constitute a different life, this report reflects an evaluation of the model, not of the participants. Except for the sections otherwise identified, this report is the product of the Director of the Institute.

DESCRIPTION OF THE MODEL

A four-month planning period, beginning September, 1971, served to build the Institute model and coordinate administration of the program. The purposes and objectives of the Institute were clarified and the organizational structure for its administration were developed during this period. Without adequate and careful planning a flexible, adaptive, and comprehensive program would have been impossible to successfully administer. The implementation of the Institute program operated continuously from the foundation developed during the planning phase. The planning period concentrated on five phases--organization and administration, recruiting and selecting applicants, developing the learning model, selecting placement sites and planning for evaluation. Appendix F shows in chart form the sequencing of these phases.

Organization and Administration

The Institute was a semi-autonomous structure within the Catholic University Department of Library Science. The full-time Institute staff consisted of a Director, Miss Barbara Conroy, and an Administrative Assistant/Secretary, Miss Jo Ann Emmerich. The Director was responsible for administration of the program, coordination of activities and guidance of the participants throughout the program. The Administrative Assistant served as assistant to the Director and performed coordinating duties and office-based functions. A core consultant group, consisting of Rev. James J. Kortendick, Dr. Elizabeth

W. Stone, and Mr. Henry Drennan (who served as OE monitor) met regularly and frequently to discuss activities, planning, and issues of the Institute. Their participation gave additional perspective to the program and served to link the Institute as directly as possible to the CU Department of Library Science and the Office of Education. In addition, special focus consultants were involved in the planning and design of specific segments of the Institute.

During the planning phase, the Director formulated the basic policies and structure of the program. The core consultant group (Kortendick, Stone, and Drennan) acting generally as an advisory body reviewed the direction of the program and helped sustain the original intent of the proposal. This group, working together, assured a broader perspective and resource base than any single individual could have offered to the program. The frequent meetings of this group also provided a means to build a firm base of understanding of the educational methodology used in the program.

The governance of the Institute had three major components. The Director was chiefly responsible for programming, coordination, and budgeting--her specific responsibilities included: creating program designs to answer goals, needs, and interests (for participants, home sites, and internship sites); providing communications links; helping individuals set learning goals, see alternatives, and evaluate progress toward goals; serving as a resource person for Institute meetings, task groups, and individuals; managing records, reports, contracts, and meetings; designing and implementing evaluation instruments; administrative functions within the University system; and channeling resources available (people, places, money) in response to as many of the stated participant goals as possible.

As the second component, the core consultant staff continued their original function of sustaining the original proposal intent during the Institute. They were valuable resources for locating local individuals, institutions and agencies relevant to participant goals and activities. The consultants were encouraged to meet with participants informally as well as to attend various group activities, including planning and seminar sessions. These contacts provided an additional source of feedback about program impact and, at the same time, provided a broad base of awareness for the issues which were considered during the consultant meetings. Consequently, suggestions from the consultant meetings tended to be relevant to the program.

The participants themselves were the third component in the decision-making process once the Institute began. During the beginning week of the program, they reviewed and modified the original Institute objectives, determined priorities for time to be devoted to various program elements and indicated their preferences for various aspects of the program. Throughout the Institute, the participants individually were responsible for their independently scheduled activities and, as a group, were responsible for determining the nature and extent of the shared learning activities for days the group spent together.

The Director formed the main link between the other two components, translating decisions and counsel into scheduled activities using the criteria and procedures detailed in Appendix C as guidelines. She was responsible for communicating interests, intents, and suggestions and for offering viable alternatives in terms of resources, activities, and counsel. This role is more fully explained in the section on developing the learning model.

Recruitment and Selection of Participants

Based on the criteria developed for the participants sought for the program, an informational brochure (see Appendix A) and application forms (see Appendix B) were developed, reproduced, and distributed to mailing lists compiled from various sources. Each mailing was accompanied by a different form letter (see Appendix B). To supplement each of the mailing lists, the Director and core consultants made various individual contacts in person and by mail (approximately 150). Major mailings were done during October to the following categories:

Public Libraries	(350)
Large College and University Libraries	(200)
State Library Agencies	(50)
State Agency School Library Supervisors	(50)
Large Public School Systems	(20)
Bureau of Indian Affairs area offices for school systems	(10)
Accredited Library Schools in U.S.	(48)
Library Schools with degree programs	(30)
Participants in 1970 ALA Microworkshop on Staff Development	(200)
O.E. Regional Library Program Officers	(8)

The results of this effort were 18 written intents to participate, of which 11 were subsequently accepted (two individuals later withdrew due to lack of home administrative support). Seven applications were rejected for reasons such as lack of administrative support or endorsement (4), inadequate academic preparation (1), or insufficient forms (2).

Selection was made during the period November 25 to December 14, 1970. Initial choices were notified immediately, lower ranking applicants were held to see if others, more qualified, might be received. Follow-up search efforts were continued during December for additional candidates who could serve as alternates. The following criteria were used for selection:

1. U.S. citizen or permanent resident (stipulated in the proposal).
2. Commitment to the program--as indicated by the participant application form and the nomination of candidate form. These indicated personal and institutional support for involvement in the Institute.
3. Career goals and expectations from applicant and library administrator.
4. Demonstrated potential leadership (involvement, skills, attitude, experience) as described by the library administrator.
5. Personal assessment of needs from individual and administrator.
6. Indications of a blocked career ladder in terms of "measurable" economic and/or social disadvantagement (sex, race, academic preparation, etc.).
7. Nature of job responsibilities both present and future to include supervisory and administrative types of activities.
8. Graduate library degree or equivalent.
9. 35 years of age or younger, up to five years of library experience (stipulated in the proposal).

The data which gave this information was requested on the application forms (see Appendix B)--one from the applicant describing his qualifications and why he wanted to come to the Institute, and the other from the library administrator nominating that person and indicating institutional support during the period of the Institute and assurance of the participant's position in the home library upon completion of his four month Institute activities. Thus, both the participants and the sponsoring systems stated their goals for their involvement in the program. The original statements of goals were a major factor in the selection process. As a sampling, the following are some of the goal statements from the original forms:

-to improve and expand the relationship of library and librarian with the community
-to become a management-minded administrator
-to develop and manage programs to meet needs of the community
-to stretch capabilities
-to reassess long-term goals
-to learn skills of communication with and in groups
-to grapple with the problems of long-term planning and successfully initiate change in large institutional academic environments
-to increase ability to communicate, motivate
-to broaden knowledge about library methods--both organization and procedure
-to gain awareness of library services and facilities in DC
-to increase breadth of viewpoint in new environments
-to gain independence in planning and implementing organizational development
-to supplement lack of experience in elementary school libraries
-school library management and budgeting
-to gain experience in systematizing procedures for special collections
-to gain management skill, particularly how to organize, plan, and share responsibility
-to discover how to make a personal contribution to the changing library in the changing educational scene
-to plan for collection building, program planning, systems control and development and planning for future automation

- to increase ability to work as part of a total library team in selecting, acquiring, preparing, and servicing academic clientele
- to expand personal leadership potential in terms of human relations skills and self-awareness
- to be able to effectively train and supervise new librarians
- to build skills in library management, expecially budget planning, personnel and problem solving, viable programs
- to develop more awareness of human relations factors in library management
- to gain skills of goal setting, self-assessment and interpersonal relations
- to increase desire to achieve and be responsible for change

It was expected that both the participant and the sponsoring system would modify, refine, and expand those goals during the course of the Institute. This did happen, and as individuals saw that the Institute could be used for even more than they had originally expected, they extended their goals and expectations.

The Learning Model

The intent of the learning model developed for the Institute was to provide varied and flexible opportunities for adult learning during the period of seventeen weeks. The model was designed to offer a wide range of professional content related to the objectives of the Institute and to use a wide range of effective learning methods based on modern theories of the adult as learner. The breadth of content and method was planned to accommodate the variety of participants sought--all types of libraries, varied educational backgrounds and job responsibilities, and diverse learning goals.

The interest of the funding agency (Office of Education) in new and effective methods of continuing professional education and the lack of restraints usually found in graduate education, since this was not a degree program, made possible the selection of innovative approaches not generally used in library schools. The educational methodology used in the program was selected by the Director based on her background and experience with the theory and practice of adult education.

The specific approach chosen rests on the fundamental concepts of adult learning as developed by Carl Rogers (Freedom to Learn), Malcolm Knowles (The Modern Practice of Adult Education: Andragogy versus Pedagogy), George Leonard (Education and Ecstasy) and Paolo Friere (Pedagogy of the Oppressed). This methodology is also known as "laboratory method" and as "process education." The approach of self-directed learning was selected because of several significant factors:

1. The program participants were educated, experienced adults with some degree of independence and autonomy in their present job responsibilities--thus, it was assumed they would be capable of directing their own learning to a substantial extent.
2. The experience of accepting the responsibility for one's own learning is excellent preparation for building toward professional leadership and administrative capabilities, which were primary objectives.
3. The number of program components to be managed by the Director and Administrative Assistant indicated the logistical need for a self-directed program with a substantial degree of individual responsibility for independent scheduling.
4. Institute objectives were focused on three elements--cognitive (increased awareness), emotional (changed attitudes), and behavioral (changed interpersonal competence)--and these could be simultaneously developed only through laboratory education methods.
5. An important element of a career development program must be to provide for the continuous learning--not

> only within the confines of the Institute but later. Self-directed learning is a method through which a learner learns how he learns and then is able to integrate his learning and living experiences with the result being a pattern of life-long learning.

The Institute was designed to become essentially a learning community--nine individuals, sometimes working alone, sometimes working together as a group or in teams, using the learning opportunities offered by the program to meet the participants' original and emerging goals. This variety, together with the self-directed nature of the model, served as an effective means for each participant to test his limits of autonomy, responsibility, and independent action--and to extend those limits by further practice and experience through Institute activities.

It is commendable that a traditional library school afforded the opportunity to initiate the degree of innovativeness the Institute's methodology brought. Aware of its "differentness" from more traditional formats, the Department of Library Science at Catholic University supported and sustained the program to a substantial extent. Involvement of the consultants during the planning as well as the implementation of the program was an important factor for this deepened the awareness and understanding of the model, its achievements and its potential.

Since this methodology is generally regarded as untraditional in graduate professional schools and thus, would not be expected by participants, they were apprised of the nature of the methodology in general terms in the brochure which described the program and, more specifically, in the statement on learning methodology which was sent to each participant prior to the beginning of the program (see Appendix D). To further encourage full use of the opportunities presented within the program, each participant was asked to read Freedom to Learn by Carl Rogers. This resource describes the methodology in general and specific terms.

In addition, the first week of the program, an orientation week, involved the participants working together as a group. It was designed to explain and demonstrate the methodology in order to prepare participants for the self-directing learning environment in which they would be participating. During this week, goals of individuals and the Institute were clarified and initial skills training in the area of communications and group interaction was provided.

This, then, was the learner-centered methodology of the program. The methodology was threaded throughout the program components. Major initial direction for the learning activities to be built into the program came from the specifications in the original proposal and the objectives developed during the planning period by the Director and the consultants. Program activities included course work, internship experiences, seminars, field trips, projects, and involvement with professional associations. The Director, responsible for the content and methodology, developed statements of policy, criteria, and procedures for each format of the program. These appear in Appendix C. These statements sought to build flexibility of structure without loss of programming quality. Each structure (i.e. format or method) was designed to provide learning opportunities which would accommodate as many needs as individuals and their sponsoring agencies might present within the objectives of the Institute. Provision for flexibility and adaptation sought to make each structure responsive to the original needs of the (then unknown) participants and then to respond to emerging needs and interests once the program began.

Literature on staff development, continuing education, and management training as well as librarianship, provided a partial base to detail program activities. Personal contacts with other programs were of value. Of particular relevance were the Washington Semester program at American University, various internship programs of large public libraries, and the Staff Development Project the Director had developed in Colorado. The experience of the Director with continuing education institutes for librarians over the past five years proved invaluable.

With the background of this general overview of the nature and methodology of the Institute, a description of more specific details of the activities will show how the model was developed in more tangible terms. The usual weekly activities reflected the variety of experiences the program offered. Three days a week were independently scheduled by each participant around his internship responsibilities--which might include library research, personal contacts, or actual site-based work tasks. Intern placements are further described later in this report. Two days a week were spent as a total group with activities planned by the group together with the Director. Institute planning sessions were held periodically by the participants to indicate programming needs and directions among the alternatives available. By the end of the Institute, the group days had consisted of the following:

18 group interaction seminars -- human relations skills training sessions,

16 tours and field trips -- to libraries, agencies, services (See Appendix H for list)

11 seminars with resource persons (See Appendix G)

Course work with Dr. Charles H. Goodman (15 3-hour classes in Human Resources in the Library)

Workshop on Federal Library Simulation with Dr. Martha Jane Zachert (one-week, in-depth workshop)

Professional conferences, meetings, etc. could not be programmatically scheduled for the whole group since they were not planned especially for the Institute and sometimes conflicted with other group arrangements and plans. However, as individuals and as small groups, the participants involved themselves in the following:

Catholic Library Association Conference (Cincinnati)
Library Association of the City University of New York Conference (LACUNY -- New York City)
Music Library Association Convention (Washington, D.C.)
Association of Educational Technology and Communication (AECT -- Philadephia)
Mini-course in Data Processing (Catholic University)
Maryland Junior Members Round Table meeting (Baltimore)
D.C. Social Responsibilities Round Table meeting (Washington, D. C.)

Involvement in activities of professional associations was felt important for potential leaders in librarianship and was encouraged. In addition to the above listed activities, an Institute follow-up meeting was scheduled at the 1971 American Library Association Convention in Dallas, Texas. This meeting served to bring the leadership skills and professional interests developed during the Institute into practice at the level of the major national professional association. This meeting also served to reinforce and expand the contacts made in the Institute, and to make the Institute itself more visible.

As the Institute began with an orientation week--the group working together to plan their learning experience--so it concluded. The final week was designed to help participants draw together their learnings as a cohesive whole and share with the others. Equally important, it was planned to help prepare each individual for his return to his sponsoring institution after having been learning-oriented for four months. Again, as in the first week, it focused strongly on individual and group interaction skills.

Intern Placements

The central program component of the Institute consisted of "internships" in libraries and agencies in the Washington area. The learnings from practical work-oriented situations were designed to be integrated with other components of the Institute. This blend gave a reality-based perspective to the theory input, the personal growth emphasis, and field trip activities.

Specific criteria were used to guide the search for and selection of placement and project sites which would lend themselves to involving individual participants during the period of the Institute. These criteria appear in the Internship section of Appendix C. Sites, supervisors, and projects were located in public, school, academic, and federal libraries, and with governmental agencies. Projects varied as to the nature and type of task required, the kinds of skills and time needed. (For more specific details, see "Outcomes" portion of the Evaluation section of this report.) Initially, sixty possible projects were located by the Director and were available for participant choice. Participants could also initiate their own projects in systems in which they were particularly interested, using the same criteria for selection. Participants could schedule concurrent or sequential involvements, or could combine compatible projects that anticipated outcomes of benefit to all systems involved. Terms of agreement between site and participant were guided by the "contract" form found in Appendix E.

By the end of the Institute, participants had involved themselves in 22 placements in 11 systems. The variety and adaptiveness of the participant (with his goals and priorities) and the site (its needs and requirements) were reflected in the wide variety of internship assignments and projects. The range in time per project was from three days to eight weeks. For more detailed description, see the "Outcomes" portion of the Evaluation section of this report.

Each internship originally envisioned in the proposal was to be a placement for the full extent of the Institute program. However, the multiple goals of the participants and the needs of the site agencies indicated more flexibility than that pattern allowed. Continuous internships were possible. One individual was involved in a single internship placement the entire time, another individual with a single internship also worked on other independent projects. Other participants undertook multiple and shorter placements which they scheduled to fill the fifteen weeks available.

Evaluation

A process to assure a continuous flow of information concerning the Institute program was planned from the beginning. Data providing measures of program and participant effectiveness was sought throughout the program. This data had two purposes--one, feedback to guide programming and provide a basis for dialogue among the Director, participants and consultants--the decision-making components of the Institute. The second purpose was to provide evaluative data about the model at the end of the program. Instruments which were designed to accomplish both of these purposes were administered at key points in the program. These instruments are reproduced in Appendix J.

Records which gave particularly helpful feedback data on how the program and the participants were functioning were the weekly logs, a self-inventory of activities and learnings for which each participant was responsible. In addition, the agreements (i.e. "contracts") each participant made with his internship site were a valuable record regarding the nature of the tasks and responsibilities in which the participant was involved (see Appendix E). Reports, surveys, and other records which the participants developed in connection with their internship responsibilities rounded out the picture of the work done for each internship project.

A mid-point assessment in March consisted of a written instrument and a structured interview with each participant and the Director. This brought into focus a review of the original personal and institutional goals, gains made so far toward those goals, a look at emerging goals and plans for individual activities for the rest of the Institute. In addition, each participant met with Father Kortendick at this time to expand points not covered in the first interview and to offer an additional perspective to the participant. The final evaluation administered during the final week of the program also combined a written instrument and structured interview situations. It was focused on goals, achievements, major learnings, and plans for the future.

These various methods served as valuable sources of information regarding participant activities, an assessment of how extensively and effectively the various parts of the program were being used, and what problems were being encountered. The records provided a base for dialogue, kept consultants appraised of participant activities and became an effective means for discovering and suggesting relevant resources and viable alternatives to participants. A direct benefit from this feedback procedure was the increased awareness of the Director and consultants of the usefulness of the various elements of the model to the individual participants--and, beyond that, the potential impact on the placement sites and the participants' sponsoring systems.

The second purpose of a planned information program was to provide evaluative data about the program. Budgetary funds allotted to evaluation were not sufficient to contract for a continuous on-site evaluation team. Dr. Claire Lipsman, a specialist in manpower evaluation, designed a plan for the evaluation of the model. Instruments were developed by the Director and Dr. Lipsman together and then inplemented by the Director with the records and results then sent to Dr. Lipsman. Her evaluation plan has four main focal points: program effectiveness in terms of objectives, program content, program format, and program replicability. Evaluative information, including Dr. Lipsman's report, will be found in the Evaluation section of this report.

This description of the Institute model is intended to present a brief but comprehensive picture of the planning and implementation of this program. Each of the major elements--organization and administration, recruitment and selection of participants, development of the learning model, the intern placement program, and the design for information and evaluation--has been described for two purposes. The first intent is to provide those interested in this particular program with a meaningful context for the following evaluation section.

The second purpose is broader. This report attempts to enable those involved in education, specifically in library education, to adopt and adapt parts of this program as they feel might be relevant for their goals whether in library schools, staff development programs, or continuing education activities of state libraries and professional associations.

EVALUATION OF THE MODEL

This section of the report is evaluative in nature and seeks to describe the major strengths and weaknesses of the program as well as to report the immediate and anticipated outcomes which might be expected from the Institute. These sections (strengths, weaknesses, and outcomes) are comments from the Director of the program and attempt to reflect reactions from that administrative viewpoint and from statements of the participants, internship sites, resource people, and sponsoring libraries. Reactions from the consultants, Rev. James J. Kortendick and Dr. Elizabeth W. Stone, are separate statements in this section, as is the report of the outside evaluator, Dr. Claire Lipsman.

The reactions of the nine participants in this situation may not be typical of other population groups for whom this model might be offered. The attempt in this section is to reflect this particular situation and to generalize in ways that might be useful for more broad application of the model. The intent is for this report to serve as an evaluation of this program and to offer guidelines for the modification of the model if readers intend to consider it for other contexts. The information from all these evaluative sources should be carefully considered by anyone contemplating adoption of this model as a whole or adaptation of parts of it.

In a very real sense, this cannot be a complete evaluation of the effectiveness of the Institute. Career development and the specific objectives for the Institute are not measurable in anything other than speculative terms as soon after the program as parameters of funding and procedural requirements demand. Thus, this is an interim evaluation, a view only from this point in time.

Major Strengths of the Program

1. The most important element (and strength) of the program which was felt by all participants and by the Director was its adaptiveness. This characteristic enabled program structures to respond readily to both general and specific goals more fully than a rigid pattern would have allowed. Flexibility placed responsibility on the participants to give direction and purpose to what activities they chose and initiated. Although this was true in all segments of the program, it was particularly useful in the intern placements. Internship projects, originally negotiated only in outline form by the Director, were developed as far and as deep as the participant felt capable and as the system needed. The implications of decisions participants made or did not make, of initiative they did or did not take proved a valuable learning for each individual. In a very real sense, the participants were a typical work group--one with divergent needs and resources using an organizational structure--the Institute--to fulfill personal goals, yet finding the need to fulfill organizational goals at the same time.

2. Multiple approaches to learning offered in the program enabled each individual to broaden his learning opportunities, and to be aware of and use sources of learning effectively.

Participants found they learned in different ways from different experiences--and by sharing they found they multiplied their learnings. For some, the resource people and projects were most productive, for others field trips and personal contacts were most beneficial, for others the group interaction seminars provided the best base. All gained substantially from their internship experiences--and, in turn, each of those was very diverse as to nature and scope.

3. The essence of the learning model--its self-directed and participative nature--was generally regarded as a strength. It motivated energy and prompted initiation and direction in most participants. Discovery and sharing of resources, awareness of responsibility for one's own learning and the importance of learning how to learn were specific products mentioned as evolving from this basic characteristic of the model.

4. The integration of theoretical and experience-based learnings (i.e. the practical emphasis of the program) was a strength. This was particularly true of the areas of management and human relations. Course work and resource people provided theoretical framework; intern placements, seminars and informal exchanges provided practical application. Each focus was strengthened by the presence of the other. Neither, alone, would have provided the depth that resulted from the blend of the two.

5. Many participants felt the focus on developing the ability to work with groups of people to be a strength. Awareness of group process and interpersonal competence--learnings with many possible applications--was achieved primarily through

the interaction seminar sessions. Present human relations skill levels were increased, improving the ability to work collaboratively on a task with others. For instance, in evolving their own decision-making norms and procedures as an Institute group, they examined not only their decisions but their process of decision-making. This experience provided an additional method of learning about leadership functions and assessing their own roles in the process of group decision-making.

6. Several individuals expressed that they had become more aware of their own personal potential and the potential offered by the library field. The testing of participant knowledge, skills, and abilities was made most directly apparent through their work with internship sites and projects. Individuals found themselves competent in more areas than they had previously been aware. This came through accepting and performing more and different responsibilities than they had faced in their home library situation. They found their accomplishments evident in the short-term, focused endeavors more readily than over long-term assignments as are typical of most job responsibilities. They saw concrete progress made toward their goals. Internship experiences also revealed the tremendous variety and potential in the field of librarianship. Individuals discovered exciting specialized experiences and general challenges to confront and consider--and to reinforce their interest in and commitment to the library field.

7. Difficult though it may have been for family and work responsibilities of the participants, the duration of the program was felt to be an important strength. The opportunity

to be relieved of work responsibilities at the sponsoring institutions during an extensive period with a concentrated period for "renewal," for a full-time focus on learning and for a reassessment of personal and career directions was vital. A fresh perspective came from sustained release from daily routines, from the learning activities and from the opportunity to exchange ideas and experiences with others.

8. The requirement that the sponsoring system (i.e. home library) support the participant while he was in the program was a strength providing both short-term and long-term benefits. It reduced pressures on the participant while he was in the program, freeing him from job responsibilities to concentrate on full-time learning. It extended to each individual and system the opportunity to deliberately plan the nature of the experiences sought at the Institute to complement and support the nature of the individual's responsibilities and the system's goals. The long-range benefits derive from the fact that the participant had an established position in the sponsoring system which was a ready-made base from which to implement his learnings after his return. This is acknowledged as one of the most effective models of planned change--with the change agent an individual of credibility and acceptance within the system. The system, by proposing a candidate, testified to his leadership potential and to his value to the system. This, plus joint planning by the individual and the system as to the learning directions on which to concentrate, made possible deliberate grooming for specific responsibilities and assignments in the system after the Institute.

9. Another major strength--one which made many of the other strengths possible was the extent of the planning phase. This period furnished the opportunity to develop a solid base for learning within the program. The multiple learning model elements were built to meet specific objectives and specific criteria. When participant needs became known, the planned structures could accommodate the wide range of needs. Four months was adequate for the development of the basic learning model, discovery of resources and placement sites and the design of an evaluation plan. It also provided an opportunity to build communications links on the campus, with libraries in the area, and with potential resources which might be used in the program. These links were usefully employed later in many different ways during the Institute. This time, however, was inadequate for the process of recruiting and selecting participants.

10. The Director, consultants Kortendick and Stone, and OE Monitor Drennan working as a team provided a definite strength for the model. The team approach increased the understanding of the intent, method, and impact of the program. It broadened the awareness and availability of resources within the team and beyond it. Problems were assured more than a single perspective upon which to base decisions. Major issues brought to consultant meetings were, for the most part, collaboratively dealt with--using the varied skills, experiences, and resources of each of the members. The OE Monitor was particularly valuable to have present at many of the meetings to keep the intent and purpose of funding foremost.

11. The selection of staff for the Institute was a strength of the program. The Director was experienced in education as well as librarianship. Educational programming, especially this methodology, needs a basic knowledge and experience with educational philosophy and practice. The nature of this administrative position was very demanding on both aspects--education and librarianship. The Administrative Assistant selected was experienced with routines and responsibilities of the campus, adept at dealing with outside agencies, and responsibly capable.

12. Primary budgetary control in the hands of the Director of the program provided a maximum freedom from "red tape"; the opportunity to deal directly with necessary contacts--offices, agencies, and resource persons; and centralized responsibility and accountability for the program.

13. The Washington site provided rich benefits for all concerned with the program. Specialized library resources and key governmental and organizational resource persons were highly valued by the participants. The site also gave OE the opportunity to direct and closely observe one of its chief Institute models in action.

14. The communications network built for the Institute was a strength--not only for the duration of the program but with possible later implications of importance. Consultant meetings served to link the Institute with the Catholic University Department of Library Science and with the Office of Education. Institute meetings linked the Institute members

with one another and with the resource people involved. Regular communications by letter and phone with the home system served to link the Institute participants and Director with the home system. The follow-up meeting links participants, home systems, and the professional association.

These are the major strengths of the program as seen at this point in time. Others may become apparent as time passes and some of these listed here may become less significant. However, these are important to consider if the model is to be adapted for other contexts. Equally important to weigh are the weaknesses.

Major Weaknesses of the Program

1. The time (October to January) in which to recruit and select individuals interested in applying for the Institute was inadequate. Time and funds limited the search process to correspondence and telephone contacts except for the immediate geographic area. A longer period of time would have provided the following advantages:

    a. A greater likelihood of reaching the target group (i.e. the disadvantaged) would have come through personal contact than the brochure appeal, which is inappropriate for attracting those candidates for whom the program was intended. Applicants who more fully met the OE criteria for disadvantaged would have been included in the program.

    b. Interested applicants would have had greater opportunity to negotiate with their library administration--

including the necessary governing boards and commissions--to gain institutional endorsement.

c. Interested administrators would have been able to discuss this opportunity more widely with their staff members to interest them in attending.

d. The Director could have interviewed prospective applicants, preferably on their home sites, providing an opportunity which would have enabled the candidate and his system to see more clearly what could be gained by participation in the program and ways that all could work together to prepare for the experience. This would also have been an excellent opportunity for assessing the candidate's readiness to accept the responsibility for self-directed learning which would have been information of great value in selecting applicants most likely to make the best use of the program.

e. An interview with candidate and administrator would have built closer links between the two and each with the Director. This would have increased the possibility of the administrator and participant building joint goals and making definite plans to incorporate the participant's experiences in the Institute into the home library situation.

Recommendations: Provisions should be made for a more extended time for the recruitment process including the opportunity to interview prospective applicants on the home site. This could have resulted in the benefits mentioned above and in a program in which the individuals and systems were more highly motivated to work together. The home system would have been encouraged to participate more actively in setting directions with the participant for his learning activities and toward definite goals which would have increased the effectiveness of the participant as a change agent in the system upon his return.

2. The program encountered several difficulties due to the fact that some of the specific criteria considered for the selection of participants were incongruous with one another. The aim of the funding agency (Office of Education) was for the program to aid disadvantaged individuals in the library field. Yet, admission in a graduate school program traditionally requires academic credentials. In this case, these credentials included a masters degree in library science or its equivalent. Another criteria, that the participant was employed in a library which would support him during the period of the Institute and assure his employment on return, indicated fairly strong support and endorsement of that individual's potential in that system. In a sense, then, those candidates who were eligible for the Institute by meeting the criteria spelled out in the proposal had their career development assured to a fair degree before they were eligible to apply. In short, it is difficult to rationalize how disadvantaged an individual can be if he has a masters degree, an assured position and the support of his system. This conflict reduced the number of interested candidates because the goal of who was intended to be in the Institute was inclear. Another of the criteria, that of the age limit of 35, led many, otherwise interested and highly qualified individuals, to

exclude themselves from applying--and reduced the number of applicants.

Recommendations: If the aim is to improve the career development of the disadvantaged, traditional standards which have restrained economic, social and educational advancement should be suspended for the program. If the aim is to effect change in libraries through accepted change agents within the system, then those criteria would have to be acknowledged. The decision should have been made initially to take one direction or the other. Program specifications would have been different, although the methodology could have remained the same.

3. One of the major strengths--the self-directed nature of the educational methodology--was also one of the weaknesses, particularly in the beginning of the program. The awareness of the full import of the responsibility for one's own learning is revealed to most individuals only through experiences, both negative and positive. The theme of responsibility was stressed in various ways--reading Rogers' Freedom to Learn prior to coming, distributing the description of the methodology to each participant (see Appendix C), strong stress during Orientation Week and re-emphasis during the course of the program. For some individuals, the awareness of the meaning of responsibility came early, and those individuals made the very best use of the program. For others, the impact of responsibility came later, and they adjusted their approach and assumed more initiative and commitment for their actions. A few never fully accepted this precept to

the extent of implementing it in their own behavior. During the final week of the program, several individuals pointed out that this--the responsibility for one's own actions--was their single greatest learning--immeasurably useful for potential leaders and administrators.

Recommendations: The popular simulation workshop on library administration conducted during March was an ideal role model of the type of learning methodology used in the Institute. If it had been scheduled for a longer period of time and earlier in the program, this would have prepared a context in which to place both the content and process to follow. It would have brought the import and value of the responsibility for one's own learning to the fore in a more tangible way than was otherwise accomplished.

4. Although, as mentioned earlier, the educational methodology on which the program was based was accepted and supported to a surprising extent, total commitment by the institution conducting the program is vital to enable the most reliable test of this model. Understanding of the nature of a problem-solving, participative and self-directing educational model is not widespread in graduate schools of any professional orientation. In this case, Roger's plea for enhanced learning possibilities in graduate education served as an entry for this methodology and the strong endorsement by the participants for the methodology increased the acceptance of the learning model. The restraints on the model by the system, where a different kind of educational philosophy pertains, did jeopardize, to some extent, the full realization

of the model. Full decision-making responsibility was not invested in the participants as the model intended.

Recommendations: The most immediate response to this problem could have been to involve the participants in the consultant meetings in order to foster more complete mutual understanding of the mechanics and needs of both the Institute and the University system. Another possibility would have been for the Director to spend more time assuring the full understanding of the methodology on the part of all those connected with the program--participants, consultants, faculty, etc. Another possible solution would be to fund such a program through an institution already using this methodology. This would offer the additional benefits such as joint use of resources between regular and Institute faculty and, perhaps, more extensive blending of student groups of the two programs.

5. Another major weakness of the program was the lack of a sufficient number of staff to perform all the necessary administrative and faculty functions and accomplish the objectives of the Institute through this learning model. The time and skills needed were more than could be furnished by one person. The Director of the program operated as administrative head of the program, responsible for planning, coordinating and operating the program. In addition, faculty and training responsibilities had to be done--conducting the human relations skills exercise sessions, counseling with participants, providing more individual direction

and assistance, working with small groups on projects, etc. The dual responsibilities--administrative and training--diffused the effectiveness of each role. At times, the roles conflicted--teacher and administrator roles are not always compatible. These instances strained the credibility of each with the Institute participants.

Recommendations: A team approach--two individuals with congruent professional attitudes and perspective sharing the responsibilities--would have provided the following advantages: clearer role definition and functional responsibility, two perspectives closely connected with the program observing program effectiveness and interacting with participants, broader awareness and contact with resource people to be used in the program. This possibility would have allowed more time and opportunity for one-to-one interaction with participants, helping to a greater extent those who found more direction necessary, closer contact with home and internship sites to make sure they understood the nature and impact of the program and to clarify site roles in respect to the participant, more public relations activities to disseminate information about the program while it was in progress and more effort to keep communications flowing between the Institute and the University. Another possibility to ease this difficulty could have been more use of consultants consistently related to the program and its participants and available and aware of the methodology. The available human resources--individuals with a library background and experienced with the methodology--is limited.

6. A very significant weakness of the program was--and is--the fiscal restraint for follow-up evaluation to determine to what extent and in what ways the Institute program does indeed affect the career development of the participants. The true test of a career development program is whether movement in the field does occur with the individuals that were in the program. Instrumentation was designed to follow through in 1972 and 1975 to record job progress in terms of responsibilities, salary, and satisfaction. But there is no assigned responsibility for that function. Measurable outcomes in relation to the intent and objectives of the Institute occur only in the months and years subsequent to the program.

Recommendations: The funding should include the provision for follow-up research and evaluation subsequent to the program, separated by time from the program itself.

7. The physical facilities were not totally adequate for the needs of the group. The office space was adequate for the staff members, but there was no central meeting room available for group planning activities, exchange of communications (i.e. discussions, bulletin boards, notes, etc.) and class and seminar sessions. The group as a whole met in classrooms or off-campus. Availability of reproduction and secretarial services was also a need not fully filled

Recommendations: Two routes would be possible--one, to have the housing of the Institute fully separate, provided full-time and extensively enough to provide for more needs, and two, to fully incorporate the Institute into the regular library school program with provisions for a room in which students could meet informally.

Other weaknesses which affected the program with some significance and which have obvious recommendations include:

- -the number of participants was too limited; more individuals in the program would have made better use of the funding, provided more resources for learning, and enabled a more adequate sample for evaluation.
- -the Director of the program should have been involved in the writing of the proposal to assure congruency of the program with the intent of the institution in seeking funding and to increase the possibility of impact from the outcomes of the program.
- -more links between the internship site and the home library of each participant would have more closely connected the learning activities of the participant and the organizational intent of the home library in sending him.

This review of the strengths and the weaknesses of the program is intended not only to evaluate this particular Institute but to provide some guidelines and caveats for others to consider in planning such a program.

Outcomes--Actual and Anticipated

Many implications for this program--for the various individuals and systems involved--can be found in the actual and anticipated outcomes which are reflected in the evaluation, in the comments and reactions of the individual participants and their sponsoring systems, and in the observations of the Director and consultants. Actual outcomes, immediate and directly apparent, are presented here as products of this particular experience for these particular individuals and the systems they affected.

Most of the actual outcomes apparent at this point are directly linked with the career development of the participants. Since the model was intended to explore educational alternatives which could enhance and reinforce career development of professions in the library field, these outcomes should have the most meaning as products from the Institute. Although these are stated primarily from the participant's point of view, the implications for the sponsoring library should be apparent.

1. This experience fostered an increased stimulus to learn, together with a greater awareness of how to learn. Individuals became more adept at recognizing and assessing new learning opportunities--tours, talks, contacts, films, meetings, course work, role playing. These experiences and many others were recognized as valuable sources of learning. As individuals involved themselves more and more deeply in activities during the course of the program, many increased the awareness and the assumption of their own responsibility

for their own learning. One factor largely responsible for this was the integration of theory and practice in the program, where the application of learnings had immediate results. The stimulus to learn was also revealed in their stated commitment at the end of the program to continue their education in new and continuing areas.

2. A deepened awareness and commitment to the library field was shown by individuals making further plans for extending themselves into new and challenging areas of the library field of which they had not previously been aware. Individuals found their present and future professional directions becoming more clear. Some found chief stimulus here in the emphasis on the human element of library service and the need for more emphasis on that element.

3. Nearly all participants gained in self-confidence. For some this was an original goal, for some an emerging goal, and for some an unstated aim. By becoming aware of the abilities and skills they had, and by deliberately developing new abilities and skills, they became more able to participate actively and effectively with groups. They became more comfortable as they learned the process of adaptation into new systems. They discovered how initiative and imagination are essential ingredients on the job. Their ability to work independently and with initiative increased.(They also discovered the limits of their interests.)

4. Their awareness and use of Washington resources and contacts has been invaluable in furthering their professional growth and personal resourcefulness. All participants found

the wealth of resources here enabled them to expand their knowledge and vision of the library world. The awareness of the existence of Washington resources, and the usefulness of Washington contacts made will further their ability on any job, no matter where it is located. This might also serve to further professional association involvement.

5. The direct application of learnings made possible by the integration of practical experience and management and human relations theory gave much greater insight into the home library situation. Both causes and results of administrative behavior can be understood more fully now. Many individuals have reported a clearer vision of organizational and human behavior than was previously possible.

6. Participants reported a greater ability to assess more critically new career opportunities through their experience with the internship placements and resource people. Most feel better able to evaluate a new job opportunity now than before. They feel more able to analyze an organization and the implications its structure might have for the people working in it.

7. Some individuals anticipate that they will be less satisfied to maintain the status quo where they work. There is generally a greater understanding of organizational behavior, but, in many cases, a strong need to more forward in new institutional directions.

8. Most participants found an increased ability as well as a strong feeling of need to clarify responsibility in assignments through the process of negotiation. This learning came chiefly through establishing new and temporary work relation-

ships centered around a specific organizational aim in the internship placements. This process helped individuals see to what degree individual and institutional goals can be simultaneously met through work assignments.

9. Individuals discovered the importance of such management-related factors as initiative, preparation, and follow-through in new ways. Again, this came chiefly through the placements, but there was also a strong stress on this in the group interaction seminars and in the workshop on administration. These administrative behaviors will be important at any level of operation in the library, but particularly at the management levels.

10. Most individuals grew substantially in their ability to work with a group and their effectiveness with leadership skills. The group interaction seminars and planning for Institute activities, were primary helps here. Broadened self-confidence growing from the knowledgeable experience from the other parts of the program supported this growth.

11. Use of the problem-solving model in most of the activities of Institute planning and in the group interaction seminars enabled participants to increase their skills with this basic approach to the dilemmas of decision-making and planning. Various parts of the program gave them the opportunity to practice with this approach and to become more proficient. Some individuals reacted very positively and incorporated this model into most of their activities within the program. Many discovered one of their most valuable learnings from the Institute to be the importance of setting objectives

around which to plan.

These actual participant outcomes made the learning experience of the Institute exciting and alive. Each of these outcomes has implications for the future of these individuals. Anticipated outcomes, though speculative in nature, are, at times, useful to explore--especially if the model is to be adapted elsewhere. Perhaps the most obvious anticipated outcome, related to these particular actual outcomes concerns the career development of the participants. Participants will tend to be more involved than previously in the home system. They will show interest in particular in the new directions planned for the system. Their interest will show the characteristics of initiative, awareness of organizational behavior, and a logical approach to problem solving--all prime leadership skills. As their resources (knowledge, skills, attitudes) become known and used in the home system and as their skills broaden with experiences there, the likelihood for their assuming new responsibilities is increased. The possibility of rise in position and responsibility in the present system is strong. Less obvious at this point is the ability of the participants to be more purposeful in choosing new positions in other sites, although some individuals have stated they feel more able to consider and evaluate new situations based on their experiences with various systems in the Institute.

Other outcomes can also be anticipated. The pattern of the continuing education activities selected by participants is expected to be more planned, varied, and extensive than previously. They will initiate the opportunities to avail themselves of a broad selection of educational programs. The application of their learnings will be more rapid and comprehensive. Awareness and use of the Washington resources and contacts will probably continue and perhaps expand, certainly for those participants located in this area. Many will become active in professional association activities, some in leadership roles. These outcomes are feasible and can be hoped for, though only time can tell whether they will become actual outcomes.

Impressive and apparent outcomes are evident in the direct benefits reported by the sites which placed participants temporarily in their systems. These outcomes are relatively tangible and were reported by site liaisons during and at the end of the Institute. These general actual outcomes are not necessarily shared by all the sites that placed interns. Each of these, of course, will take time and opportunity to determine the extent to which they are meaningful to the site.

1. The skills and time added to the system by the intern enabled tasks and projects to be done which would otherwise have been delayed or left undone.
2. Discovery of experienced human resources in the library field which may be used in the future.
3. The experience of the sites learning how to work with a "temporary consultant" in order to provide for the organizational goals of the site system and fulfill personal learning goals of the intern simultaneously.
4. The discovery that a new concept of "intern" as one focused on short-term special projects rather than

assignment to routine tasks makes maximum use of an experienced resource.

5. An outsider looking at the system, sharing his viewpoint, experience, and recommendations from that point of view brings a valuable perspective of use to the organization.

6. The establishment of connections between systems not closely related before had mutual benefits to each. These links came either through related intern assignments or through experiences that the intern transmitted to the site from his field trips and contacts with resource people.

7. Supervisors at some sites reported themselves learners from this experience, stateing that they profited from the perspective and experience the intern brought to the organization.

Anticipated generalized outcomes for the sites would extend these actual outcomes into long-range form. Sites can use the insight, perspective, and recommendations of the intern for review and improvement in the organization. More frequently they may now consider the use of outside resources to help their problem solving process in connection with specific issues their organization faces. They may be more able to negotiate a working agreement using specialized human resources. They may be more accepting of intern possibilities when offered and creative in the use of an intern in their system.

Since the nature of internships placements in this model is very different from the traditional form of this type of experience-based learning, specific projects present the kind of impact this element of the program offered. This list attempts to indicate in capsule form the scope of the project, the time and participants involved and the agency or library site. Quotations from the responses of the site liaison on the intern evaluation form at the conclusion of the program reveal the following specific outcomes from the various projects:

1. Project to determine the use and need for urban information of students in the Washington area.

   (three persons, 1 month, Consortium of Universities)

   Outcomes: "helped to improve relations between academic and special libraries [illegible]his area, direct bibliographic assista[illegible]in support of grant request."

   Report and bibliography

2. Project to aid in establishing patterns of communication between acquisitions areas of five university libraries.

   (two persons, 3 weeks, Consortium of Universities)

   Outcomes: "motivating, defining, and instituting important early stages of the program"

   Catalyst to action; survey of attitudes

3. Project to develop strategy for encouraging school and public library cooperation.

   (one person, 4 weeks, Prince Georges County Schools and Prince Georges County Libraries)

   Outcomes: "fresh viewpoint, time and skills not otherwise available to do the necessary preparation work."

   Brochure developed and report of survey and recommendations

4. Project with educational media centers including specific tasks: preview and evaluate audio-visual materials, book selection, participate as process observer in administrative meetings.

   (one person, 6 weeks, Prince Georges County Schools)

   Outcomes: "caused us to look objectively at what we are attempting to do and be able to measure what we are doing compared to what we could do."

   Report of recommendations

5. Project in educational media center to observe administrative structure, attend administrative planning meetings, and review school media center blueprints.

   (one person, 6 weeks, Prince Georges County Schools)

   Outcomes: "sufficient background knowledge and refreshing new ideas to add to organizational pattern."

   Report of recommendations

6. Project to interveiw and help select new staff members, working with experienced person responsible for that job in a public library.

   (one person, 3 days, D.C. Public Library)

   Outcomes: "exchange of ideas and experience within the library system."

   Practice for new responsibilities in home system

7. Project with federal government agency to review outreach program efforts by state libraries and deepen understanding of LSCA impact.

   (one person, 4 days, Office of Education)

   Outcomes: "intern helped with activities that needed immediate attention."

8. Project with federal government agency to read, review, and evaluate proposals for funding training programs in librarianship.

   (two persons, 3 days, Office of Education)

   Outcomes: "Valuable assistance"

9. Project with federal library to develop a proposal for an exhibit of an electronic media center.

(one person, 6 weeks, Smithsonian Institution)

Outcomes: "specifications of a media center done by a person with expertise the organization cannot ordinarily command,"
"began interdepartmental conversations... on matters relating to technology and communications."

Proposal (to be finalized in June)

10. Project with government agency to read, review, and evaluate grant applications for research programs for academic libraries. (Title IIA, Higher Education Act)

(one person, 3 days, Office of Education)

Outcomes: "full member of an evaluating group of 15 librarians."

11. Project with educational media center headquarters to visit various media centers in county schools assisting the librarians with suggestions of how to best provide learning centers.

(one person 4 weeks, Prince Georges County Educational Media Center)

Outcomes: "gave our organization an opportunity to participate and gain insight."
"utilization of first-hand knowledge of experienced school librarian."

Report of recommendations

12. Project to present organizational analysis of the flow of materials through gift and exchange division, indicating points of decision and records.

(one person, 5 weeks, Smithsonian Institution)

Outcomes: "the starting point for detailed discussion of improvement of the routine in order to increase productivity... and indicate relationships with other divisions."

Complete flow chart of activities and functions.

13. Project to participate in planning media program in new schools and to develop viable multi-media programs.

    (one person, 6 weeks, Prince Georges Coungy Educational Media Center)

    Outcomes: "objective view which facilitated full participation of the team working on project...valuable support assistance for job too big for one person."

14. Project with federal agency to devise system to analyze library statistics and evolve recommendations of needs that should be met for school media centers under 1970 standards.

    (one person, 3 weeks, Bureau of Indian Affairs)

    Outcomes: Analysis and recommendations for school media centers.

15. Project with government agency to work as resource person on research for proposal for a communications system in Alaska.

    (one person, 4 days, Office of Education)

    Outcomes: Basic information provided about Alaska primary focus on attitudes of population toward this kind of project.

16. Project to survey possibilities and suggest practical methods to implement the general recommendations of the Marquis Report on the Washington Theological Coalition libraries.

    (one person, 2 months, Washington Theological Coalition)

    Outcomes: Report and recommendations based on survey of seven libraries and administrations

17. Project to help compile guidelines and specifications concerning stack shelving for new academic library.

    (one person, 6 weeks, George Washington University Libraries)

    Outcomes: "investigation of stack specifications.. literature search...inspection of stack installations."

18. Project to study the results of recent conference on Interlibrary Communications and Information Networks and to determine the implications of those results for the federal library community.

    (one person, 1 month, Federal Library Committee)

    Outcomes: Report of study and findings
    Oral presentation to Committee

The impact of the intern placements was not originally expected to be so extensive as the evaluations indicated they were. The sites themselves could comment on further outcomes they might anticipate from these specific placement projects. But it seems sufficient here to point out that the Institute's impact went considerably beyond the original vision in terms of both actual and anticipated outcomes.

A few limited reports of the direct benefits to the home site upon the return of the participant have already come in. More information will undoubtedly be available as time passes. Generally speaking, the experiences from the Institute have been directly channeled into useful directions with expanded job responsibilities, including, in some cases, the use of the Institute experience as a resource in planning for new institutional directions and structures.

Anticipated outcomes which might occur in the home library as a result of the participation of their candidate could include these possibilities. It is assumed that the astute administrator will find many creative ways to further organizational goals through the new knowledge, skills, attitudes, and experiences of the returned staff member. More specifically, the administrator might consider:

1. Involvement of the participant in planning and goal-setting for the library, using the perspective and awareness of a broader view of the field through his experiences in the Institute.
2. Involvement of the participant as a resource for staff development--to interest staff in the importance of continuing education, to help plan in-house activities, to expand the awareness of others in currently offered opportunities.
3. Involving the participant as a resource with a new understanding of organizational behavior and a new awareness of the role and responsibilities of an administrator.
4. Involving the participant as a resource aware of a wider scope of the library profession--its interests, challenges, dilemmas, and aware of how to find and make valuable contacts needed to solve library problems.

These anticipated outcomes for the home system are not yet as direct or tangible as are those of the intern sites--primarily because not enough time has elapsed to determine impact at that point. Were the sample larger, a research study to follow-up this group in a year and again later than that would provide useful data regarding organizational change and the ways the home site benefited from their participation in the Institute.

The actual outcomes, resulting to Catholic University, the institution responsible for conducting the Institute, may be more visible to the consultants than to the Director.

However, the following outcomes are apparent at this time:

1. A different educational approach was available to observe and consider for relevancy to the regular curriculum and for developing a sixth-year program.

2. An opportunity was available to test two of the three model courses being developed under a research project grant.

2. Closer working links were possible with U. S. Office of Education not only through developing the proposal but through the OE monitor serving on the core consultant staff.

4. New or renewed contacts with local libraries, institutions, and agencies offered the possibility of additional tour sites for library school students.

5. The opportunity to observe a different model of internship placements which might be able to consider for applied learning situations for library school students.

6. Closer links with the eight home libraries and nine "graduates" who have strong and recognized leadership potential in librarianship.

7. General information, professional articles, and a specific report to be disseminated about the Institute will maintain CU's visibility and leadership in the area of continuing education for librarians.

8. The opportunity for faculty and student intermix between the school and the Institute did, when it occurred, prompt idea exchange both ways.

9. The opportunity now exists to plan research programs around the kinds of data generated by the Institute.

Anticipated outcomes for Catholic University Department of Library Science are the same outcomes as those possible for library education in general. These assume two very important factors. One factor is that initiating action regarding this model will come from institutions interested in library education--including colleges and universities, organizations, state and federal governmental agencies, and professional associations. Established organizations are the only accepted vehicles able to initiate this kind of change in professional education. The second factor is equally important. It assumes that resources will be available or may be developed to enable this kind of educational program to occur. This not only means financial resources, it also means human resources able to plan and produce this kind of program. Both these factors are necessary to enable these possible outcomes to become realities:

1. The adoption of the model, wholly or in part, into library education programs may consider three particularly relevant alternatives--program elements, educational methodology, and organizational structure of this program.
2. Library education programs may consider and test new programs on an autonomous pilot basis before incorporating them into their regular programming.
3. Participants of this and other Institutes using similar methodology could be developed as a network of resources for planning, recruitment, and promotion of new programs with similar elements, methodology, and structure.

These possible outcomes are related to the intent of the funding of this Institute--as a model of educational alternatives useful for continuing education of librarians. Important as this Institute may be to participants, home and intern sites and Catholic University in particular, the real meaning of this program will come only through the impact it makes on institutionalized forms of library education.

Actual outcomes also resulted for the U.S. Office of Education during and immediately following the Institute. These included the following:

1. Participants served as interns on OE projects--an immediate and direct benefit. Now, they may be considered as resources in the field for subsequent involvement in similar or related tasks.
2. Participants in the program are now aware of OE interest and involvement in continuing education and in libraries. They will undoubtedly transmit this awareness in telling others of the Institute and of their intern assignments with OE.
3. Nine "graduates" of the program who have used this opportunity for upgrading and updating their competencies in their libraries, and who have increased their leadership abilities and deepened their commitment to the field and are interested in change toward the betterment of library effectiveness.
4. A test of one of the suggested models for continuing education for librarians intended to supplement existing programs and reinforce educational areas identified as

requiring emphasis by the field. This particular test used an accredited library school in an urban environment with an adult educator as a director. This model can be used to expand and improve existing library education programs as well as to pattern new forms of library education.

5. A report of this model which is adequate to provide criteria regarding program elements and methods which can be considered as feasible for other Institute programs OE wants to promote.

6. The opportunity for direct on-site monitor observation of an Institute program in action and the opportunity to be involved in some of the decision-making in that program.

In addition to these actual outcomes, possible outcomes toward which OE might wish to build include the following:

1. The use of this methodology, structure, or evaluation plan in other Institute programs.
2. Deeper involvement of monitors in Institute programs.
3. A greater acceptance and understanding from library schools regarding Institute programs, now being stressed by OE in preference to the fellowship grants.

These outcomes--to the participants, the internship and home sites, library education and the Office of Education--reveal the many implications of the planning, funding, implementation, and evaluation of a single program. Many individual lives and many systems were affected by this program. The impact could have been greater but this was a pilot program--a trial run.

The actual and anticipated achievements of this four-month Institute are reported here in terms of the results and reactions by representative points of view available now. Two conclusions can be drawn at this time:

1. This is a valid learning model, and
2. New leadership has been generated in the sponsoring libraries.

To what extent these statements are realized is not in the control of the Institute.

The import of this as a learning model will come only with expanded use in library education, staff development programs, and continuing education activities by state and federal agencies and professional associations. This model which blended the theoretical and practical aspects of librarianship with a self-directed learning methodology effectively involved the learner in his own education. The application of these principles is now in the hands of those responsible for professional education in this field.

The main impact of the participants in terms of their increased leadership skills will come first to the home system. These participants are the human resources which, supported by money and materials, can effect change in libraries directed toward making libraries more effective social institutions. Basically, this was an educational model for effecting planned change--individuals brought for specialized training planned by the system and the individual, then returned to the home system to respond in new and aware ways to the needs of that system. The application of the learnings gained in the program is now in the hands of those individuals and their library systems.

On a limited scale, this program provided for the growth of nine individuals and a model. The two together hopefully will show how continuing education can create leadership for change.

WASHINGTON SEMINAR EVALUATION

REV. JAMES J. KORTENDICK, S.S.

This is a brief evaluation of the Washington Seminar from the perspective of Chairman of the Department of Library Science, a writer of the original proposal and a consultant throughout the spring semester of the academic year 1970-71, as well as the fall semester in immediate preparation for the Seminar.

The modifications and expansions in the program as originally proposed were developed by the Director of the program, Miss Barbara Conroy, in consultation with myself, Dr. Elizabeth Stone and the Moderator assigned by the Office of Education, Mr. Henry Drennan. These had to do largely with the methodology, scheduling, adaptations of the internship activities, and group process elements as outlined in the Director's report. Miss Conroy, who joined the project in September, 1970 as Interim Assistant Professor, was selected on the basis of her considerable experience in workshops, her graduate work relevant to the goals of the Institute, and recommendations of her former co-workers.

The original plan suggested more structure in the sequential development of the program than was realized largely because of the learning experiences seen desirable in group decisions made by the participants with regard to inclusion and scheduling of various activities. As the Seminar progressed, more and more decisions were called for in the selection from a wide variety of opportunities growing out of internship placements and schedules of meetings and demonstrations not anticipated in fall planning. The additional opportunities presenting themselves had some advantages and some disadvantages. Greater flexibility allowed experiences adapted to individual needs, and these added considerably to the satisfactions of the participants. The eclecticism that resulted, however, resulted in the lessening of effectiveness of some of the internship experiences, reducing them substantially in length of time and in some cases interfering with scheduled activities in the site libraries. Final selection of site assignments was in some cases delayed immoderately by negotiations and re-negotiations by participants with the administrators of the site libraries. However, here again, the practice in decision-making and planning seemed worthwhile. Individual commitments on the part of the participants had the inevitable result of absences of one or two from scheduled group meetings. In general, however, the flexibility of the program seemed to be desirable, some of the participants enthusiastically endorsing this aspect of the program, some expressing the wish that more structure and firmness in scheduling might have perdured.

It had been anticipated that the Seminar participants would become more involved than was the case with regular student activities in the Department of Library Science. The departmental library was available to them, they were notified of special lectures and colloquia, student social events, and they were invited to consult with members of the faculty and, when possible, to attend class sessions of possible interest to them. Relatively little use was made of such facilities simply because their time was so occupied, and the Seminar group became more and more self-contained. Some regret was expressed by a few members of the group that they had not identified to a greater extent with the library science program. Contacts that were made, however, proved fruitful for participants and students.

Three of the regular students, as part of the evaluation of the Seminar, interviewed the participants and asked specific questions among others regarding features of the Seminar that would be particularly valuable in the regular M. L. S. program. More emphasis upon field experience, more involvement of students in planning class presentations and in the development of group projects, and more opportunity for group decisions and practice in inter-personal relations, emerged as the more frequently mentioned.

The number of participants was limited to ten. Of these, six of those chosen, were college or university librarians; one a community and school librarian; one a public librarian; and one an instructor in Media in the education department of a college; and a tenth was a school librarian who dropped out of the program after a week because of complications in the library in which she was employed, thus reducing the number to nine: five men, four women, including three Blacks and one American Indian.

The recruitment of participants was not nearly as successful as was anticipated. The criteria for selection resulted in some ambiguity. The group aimed at were those who already had a master's degree in library science, who had experience and demonstrated potential for career development, but who, on the other hand were disadvantaged in some respect through limitations in educational background, lack of opportunity for further training and/or advancement. In keeping with the priorities of U.S.O.E., we hoped for recruits from minority groups and expected that the bulk of applicants would be from school and public libraries.

Announcements were mailed to the larger public libraries throughout the United States, to State librarians, to library schools and to school library systems and supervisors. Interest was expressed by some, but applicants were not forthcoming from these sources without personal contact and follow-up. The most effective avenue followed was through personal discussion with administrators at meetings or through other informal contacts.

Several factors explain somewhat the paucity of applications. First, the time factor. Planning semester long leaves for members of the staff involves budgets and replacements. Most library staffs are so busy that it works a hardship on the library and other members of the staff that without a long-term plan it would be impossible to release any member; second, the required financial support from the sponsoring library, the library recommending a candidate, had to agree to contributing to the support of the candidate--it was recommended in the announcement that the candidate receive one-half of his regular salary for the period of the Seminar; and third, the personal difficulties involved in a four months' absence from family and other commitments.

Special strengths of the program that might be singled out for mention are as follows:

1. The location in Washington, which is so rich in a wide variety of library resources, programs, projects and services, and the opportunity to meet leaders in the field of library and information sources.

2. The quality of the leadership of the Director, both from the point of view of experience and training; able to guide this experimental model through to completion and evaluation; deeply interested in the individual participant, sensitive to special needs, enthusiastic, innovative, energetic and resourceful; effective in facilitating inter-personal relations in the group process; and an awareness of the importance of evaluation throughout the program.

3. The cooperatively developed goals and behavioral objectives of the program, constructively modified as it developed.

4. The opportunity provided participants over an extended period to re-access themselves in relationship to their professional career, to discuss and

analyze their own strengths and weaknesses, and to discuss more freely and constructively problems and opportunities in their own work situation.

5. The flexibility of the program to meet individual needs through the unique opportunities in the Washington area.

6. The evaluative procedures and techniques.

7. The excellent cooperative spirit and camaraderie of participants and staff.

8. The interest and spirit of cooperation of the participating libraries and agencies in which the interns were placed.

9. The semester course offered by Dr. Charles Goodman on "Human Relations" and Dr. Martha Jane Zachert's week's workshop on "Simulation Approach to the Study of Problems in Administration."

In summary, the participants' evaluation of their experience was high in regard to the fulfillment of the Seminar's objectives and their own professional enrichment and career development.

Some Major Strengths and Weaknesses of the Washington Seminar Program

ELIZABETH W. STONE, Consultant

This evaluation is written from the point of view of a consultant for the program, one who closely observed the progress of the Seminar, one who once a week sat with the group during the course in Human Relations as an observer and resource person, one who helped in the design and writing of the proposal, and one who on invitation also served as a resource person during other activities of the Seminar.

The weaknesses of such a program are difficult to identify and discuss objectively. What for some participants appeared to be weaknesses, other participants thought of as strengths of the program. For example, some participants voiced the opinion that the strongest feature of the total program was its great flexibility, while other felt that particularly in relation to the scheduling related to the internship module of the program, there was too much flexibility for the Seminar participants to maintain consistently high rapport with the agency personnel supplying the internship type of experience. Thus, because of changes in the core program to meet special group needs, some participants had to make frequent changes of schedule with the internship granting agency. Another example was the abandonment of the outline which had been previously prepared by the leader in the course in Human

Relations, in order to meet the felt immediate needs of the participants in their job situations. Yet when the course ended some members expressed disappointment that features presented in the original outline had never been touched upon at all, because of this effort to devote sufficient time to the expressed needs of the participants. In view of this type of contrasting opinion, expressed and observed, it is difficult to point to any specific weaknesses in the program.

On the positive side of the ledger there seemed to be great unanimity regarding certain strengths of the program. One of the major strengths was the quality of the leadership provided throughout the Seminar. The Director was well trained and qualified to direct the type of experimental program that the Institute developed into under her guidance. Uniformly she was held in high regard by the participants throughout the program. Perhaps their attitude might be best summed up by the statement of one that she somehow managed to be one of the group, not above them, yet she had the expertise and experience necessary to facilitate the implementation of a many faceted program into a total program that had coherence. Hers was a difficult role to play as both facilitator of learning experiences and administrator of the program, and she played it well. She had a keen sense of the importance of the continuing evaluation of such a program, and developed with the group effective tools for evaluation, although some of the participants, who were not used to such evaluative procedures, at times did not fill out as fully as might have been wished the forms that had been mutually worked out.

Other leaders also added strength to the program. Dr. Martha Jane Zachert, who led a week's workshop in the middle of the Seminar, used a simulation approach to the study of administrative problems. Uniformly this module of the program received high praise by the participants, who saw in it an opportunity to combine theory and practice through the use of role playing in a simulated library situation in which they were able to analyze their own reactions when faced with particular library problems or issues.

Another leader respected by the group who came to his task well qualified to present the module assigned to him was Dr. Charles Goodman, Associate Dean of the School of Public Administration at American University, who taught the course in human relations. After the first introductory session, Dr. Goodman developed the course around the needs of the participants, and at their request, was sensitive to their wish to learn through various teaching methods. One of the most appreciated parts of the course in human relations was the "work assignments" which were assigned at each session and formed the basis of discussion as a part of the next session. One such "work assignment" dealt with morale: "As a supervisor (or employee) how would you estimate or describe the morale of your section. What steps do you think could be taken to improve morale?" As a result of this particular assignment, in which there was considerable interest, a whole simulated session was developed by Dr. Goodman relative to ways and means that the participants might improve the morale in the libraries where they were. It was interesting to this observer that one participant reported back about a week after the seminar that the concepts and ways of proceeding in this situation were the first ones which she had occasion to make use of when back on the job, and how helpful she had found that particular session.

To this observer, the element of the program that was the greatest strength was the emphasis throughout on the group process, and what this means in the area of decision making in a library situation. Most of those who came to the seminar did not seem to understand many of the concepts involved in effective group decision making, or when group decision making was a process that should be carried out. This was an important main emphasis that appeared in nearly every module of the program. It is hard to imagine that this would not be one aspect of the participant's work situation that would not be improved as a result of the experience in Washington.

If one were to ask further, "What aspects of their own work situation would the participants be able to improve as a result of the Seminar experience?" several additional emphases should be made.

The participants seemed to develop greater ability to understand the library as a total system, and the effects that might take place in their libraries as a result of a seemingly simple change at a point of pressure or crisis of the moment. This was brought out both in the class in human relations and in experiences in group process shared by the group in their planning sessions. The participants considered ways and means of bringing about changes in their library situations, both in session with the director (particularly during re-entry week) and in sessions in human relations, and many of them seemed to realize for the first time the importance of enlisting the support of the top power structure of the library (and ways of getting such support) before any system with changes might be effectively made without causing harm to the system, to those who were trying to instigate the change, or to both.

An additional value that this participant observed came from listening to the reports by the participants of what had been accomplished in their internship programs, and the insight that the participants were given into the manner in which different library systems planned their programs, and the importance that many of them attached to research as an approach to solving many of their problems in given library situations.

If space permitted further comments would be made on various aspects of the orientation and re-entry weeks as well as on the short trips and visits that were planned to acquaint participants with the rich resources in the Greater Washington area which are available to librarians anyplace in the United States. These trips seemed to be eye-opening to a number of the participants. One feature of the program as expanded which would seem to hold great potential is the planned meeting of the participants at the annual ALA conference following the close of the Institute, after the participants have been back on the job for a while.

Another strength that should be mentioned was the emphasis throughout, but particularly during "re-entry" week on continuing education. As expressed by one participant: "I have identified needs for continuing education in the future that I was not aware of before the seminar." Or similarly expressed by another: "It has highlighted learning which I need in order to develop my expertise in the area of staff development."

EVALUATION OF THE WASHINGTON SEMINAR

Dr. Claire K. Lipsman

The Washington Seminar has been characterized by emphasis on group decision-making, and on independent progress toward self-determined goals. According to the Institute philosophy, "meaningful learning is characterized by its uniquely personal and subjective nature."[1] With a relatively small number of participants, and an unstructured curriculum approach, it is difficult for an outside evaluator to analyze program content and outcomes, and to determine the extent to which program objectives have been achieved.

This report is based upon information collected from participants at intervals during the program. It analyzes the written responses of the participants to questions concerning their expectations, their desires and their assessments of the program in terms of objectives, content and format. The participant responses to the questionnaires are subject to some caveat: they were subject to whatever social response set inheres in a situation where recipients may be reluctant to criticize their gift or grant; some of the questionnaires were not standardized or pretested; they were in several cases incompletely filled out. Nonetheless, the perceptions and judgments of the participants provide the primary and most readily available indicator of the program's impact.

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[1] Washington Seminar: Library Career Development Institute: Untitled statement of basic principles, mimeo, January, 1971.

At the beginning of the program each participant was asked to complete a questionnaire identifying his own expectations and desires as to program content and components, and areas of anticipated personal and professional gain. As noted above, the Institute had been billed as an opportunity for independent study and learning, with the aim of gaining or strengthening job-related skills, on an individual basis, as needed for career development. Although these would be expected to vary for each person, certain objectives were expected to be common to the entire group:

1. improvement of professional competence
2. development of personal potential for leadership
3. increase in career development potential
4. increased awareness and use of D.C. resources
5. development of ability to facilitate change

The first and fourth of these relate to acquisition of professional skills and techniques. The second and third relate to more personally oriented goals, with the second objective stressing human relations and self awareness. The third objective is somewhat vaguer, citing potential for further long-term professional growth toward greater management responsibilities. The fifth refers to the capacity to create institutional change, i.e. to make institutions such as libraries more responsive to the needs of those they are intended to serve.

In the first week of the program participants were also asked to describe their current career status, and the trend of their career development during the preceding two years. Five of the nine were in the same job they had held two years before; four were not. Of the five in the same job, most liked their job but not its career aspects. Eight of the nine were drawing salaries in a range of $9,000-$17,000 (one, a cleric, was receiving no pay). Seven of the eight salaried employees were earning more than two years previously (one had the same salary), with increases ranging from 3% to more than 20%. The three with the largest increases, 12% and over, shared with the others some degree of dissatisfaction with either job or career prospects.

In the evaluation plan it was anticipated that future shifts for these individuals in job responsibilities, in earnings, and in job satisfaction would record career development benefits, if any, derived from the Institute, and it is planned to reinventory these a year hence.

At the outset, several participants came to the Seminar with more or less cognitively oriented goals, expecting to gain primarily in areas such as broader knowledge of library methods, planning and problem solving, communications skills, managerial skills, and understanding of technological and social developments affecting libraries.[1] Others appeared to have a more personal orientation to program gains, expecting, for example, to realize greater self awareness, or defining career needs in terms of greater self confidence.

During the initial orientation week there was considerable discussion in the group concerning program expectations and goals, and the choices that had been solicited in the questionnaire. A shift in emphasis apparently occurred, with the group coming to anticipate more in terms of affective gain, and less in cognitive content. The same questionnaire concerning anticipated program gains was readministered to the group at the end of the first week (initial administration having been in the first day or two). This time the number of people listing self awareness as the top priority rose from one to four, (thus bringing up the weighted ranking), and the number of people listing as top priorities each of the following--planning and problem solving, communications skills, broader knowledge of library methods--fell from three to one. (At the same time, however, the number of people giving some priority to access to Washington resources also rose from one to four.)

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[1] See Tables 1, 2, and 3 in connection with the discussion in the following paragraphs.

A similar shift took place in the relative valuation by the group of the program components: internships and seminars with resource persons were now replaced by general group seminars and field trips as the potentially most helpful components of the program (Table 3).

At the midterm assessment, this emphasis on the personal and affective remained fairly strong, but was associated with growing appreciation of the values associated with Washington resources. The group now felt that the most effective sources of learning had been the seminars with resource persons (which included both cognitively oriented lectures and the training sessions of the NTL), the general group interaction, and the one to one relationships established in the course of the program. The extent to which these learning activities met the individual objectives of the participants also reflected these two themes: the group reported that greatest gains in their own development were in the areas of deepened professional commitment and greater awareness of Washington facilities, followed by self awareness and understanding of the group process.

In response to the question of how well the Institute was achieving its five stated group or program objectives, (Table 2) it was the group consensus that Objective 4, promotion of DC resources, had been most effectively achieved, and Objective 5, the ability to facilitate change, least successfully approached.

The final assessments made by the group at the conclusion of the Institute reflect a consistency of final judgments with earlier expectations in some areas. The group consensus as to which Institute objectives had been most closely achieved remained more or less the same, with Objective 4 at the top, Objective 5 at the bottom, and a slight reshuffling in the middle. In addition, the final assessment of the group as to which aspects of program format were most effective for learning was almost identical to its first statement of expectations, with seminars with resource persons and internships heading the list, and special studies and professional associations at the bottom. (It appears that there was little or no activity in these categories.

In contrast to the above, the participants' rankings of achievement of individual objectives show some changes from initial expectations. Access to and awareness of Washington resources were seen as major gains at the end, although relatively little attention had been paid to them initially. Gains initially expected in the areas of a broader knowledge of library methods, and management and supervisory skills, failed to materialize.

The one consistent area in which gains were anticipated, and in which participants believed they had made gains, was the area of self awareness. These gains were not such, however, as to change the gain scores made by the experimental group, in a series of pre- and post- standardized tests, significantly from the scores made by a comparison group of graduate library students. At the beginning and again at the end of the Institute program (which corresponded to the beginning and the end of the second semester for the graduate students), both groups were administered the following standardized tests:

How Supervise, Psychological Corp.
designed to measure knowledge and insight concerning human relations in the work setting.

Leadership Opinion Questionnaire, SRA
measures the task-orientation and interpersonal warmth-orientation of an organizational leader or supervisor.

Personal Orientation Inventory, Educational and Industrial Testing Service
measures the degree of self actualization, along the lines of concepts developed by Maslow and Reisman.

The two sets of post-test scores were then arranged within each group in order of the individual's rank on the pretest. The comparison and experimental groups were then paired:

the highest ranking scorer in the comparison group being paired with the highest ranking scorer in the experimental group, the next highest scorers in each group paired, and so on. The reason for pairing is to control, to some extent, for differences innate in the individual rather than in the "treatment". A t test was then used to determine whether there were any significant differences between the experimental group and the comparison group. No differences between the experimental and comparison groups statistically significant at the .05 level were found on any of the three tests. However, the failure to find significant differences can be attributed at least in part to the small size of the groups, as well as to the problematical nature of the tests as a valid measure of what transpired in the classes and other activities.

Some insight into these learning activities is offered in the narratives written by each individual, commenting on (a) the career development benefits to them of the Institute, and (b) their judgment with respect to Institute strengths and weaknesses. The question of how their career development had been enhanced by the Institute was answered mostly in terms of personal growth, i.e. a better understanding of one's self and one's colleagues in the work environment. Only two individuals cited a strictly professional gain, e.g. one individual expected to make regular long-term use of the Washington resources and contacts as part of her job. In evaluating career development benefits, the participants were substantially in tune with their job supervisors, it is interesting to note. Four of the six supervisors stated, in a questionnaire similar to that given to the participants, that they wanted their candidate to gain primarily in the areas of interpersonal and intergroup relations, and self awareness.

The narratives describing Institute strengths and weaknesses provide a substantial affirmation of support for the fundamental learning philosophy of the Institute, i.e. its autonomous and personalized nature. More than half of the respondents cited the autonomy and independence vouchsafed the individual as a major strength of the program, and its most valuable asset. At the same time, they felt that participants should be more carefully screened so that all would be committed to, and able to gain from, this type of program. Half of the respondents felt that, partly for this reason, the group decision-making activities had not been entirely satisfactory, especially in the early weeks.

The difficulties of successfully welding personal and professional growth opportunities in a single learning model are indicated by some of the other comments, in particular the diversity of opinions regarding various activities. Thus three people thought well of the NTL sessions, while two others regarded them negatively; three people cited the internships as useful, and two thought them not satisfactory; two people praised the Institute staff highly, and two others thought it inadequate in one way or another.

Only one activity stands out as receiving no negative comment: half the respondents praised very highly the simulation and role play conducted by Dr. Zachert, and no one commented adversely on it. Interestingly enough, although the relatively long duration of the Institute was a major factor affecting initial recruitment, only two individuals commented on it. Of these two, one cited the duration as an asset, and the other felt that it had both advantages and disadvantages.

A review of the responses made by the participants in all of the various ways described above suggests that a fairly coherent if somewhat subjective picture can be drawn of the extent to which Institute objectives, the major concerns of those sponsoring and guiding the project, were achieved. These conclusions can be summarized as follows:

Objective 1. Improvement of professional competence. Some gains were made here, but on the terms in which this objective is ordinarily defined, including administration, planning and allocation of resources, various technical specialities, it does not appear that this objective was fully realized.

Objective 2. Development of personal potential for leadership through human relations skills and self awareness. It is here that participants themselves perceived the greatest level of change and achievement. Measured by their responses, even though not confirmed by their comparative performance on the standardized tests, this objective was achieved.

Objective 3. Increase in career development potential. Achievement of this objective cannot be assessed until sufficient time has elapsed to note post-Institute changes in the participants' job responsibilities, rewards, and satisfaction.

Objective 4. Increased knowledge of and access to D.C. resources.
It appears that this objective was fully achieved, and that participants now have a sense of the value and utility of resources and contacts in the Washington area which was previously lacking.

Objective 5. Development of ability to facilitate change. It appears that relatively little program activity was directed to this objective, and progress here was less than in any of the other areas.

The designers and administrators of the Institute attempted the complex and exacting task of integrating personal and professional learning in a small-group, participatory format. The excitement and personal challenge implicit in this approach was apparently conveyed to all participants. Although program results did not meet all expectations, or achieve all desired objectives, the insights and recommendations recorded elsewhere of those who planned, directed, and shared in the daily activities should suggest ways in which this model for continuing education might be made to yield its maximum benefits.

Claire K. Lipsman
June, 1971

TABLE 1. SUMMARY OF PARTICIPANTS' RANKING[1] OF ACHIEVEMENT OF INDIVIDUAL OBJECTIVES

Objective	Expected gains 1st week Beg.	Expected gains 1st week End	Realized gains Midpoint	Realized gains Last week
Leadership ability		4	10	
Management and supervisory skills	4	2	9	
Self-awareness	3	2	2	1
Planning and problem solving	2		8	
Communication skills	4	1		3
Ability to adapt		8	4	
Integration of learning and living	8		9	3
Broader knowledge of library methods	1	3	4	9
Understanding of group process			2	2
Determining direction of own education	7		7	7
Access to Washington resources	9		3	3
Deepened professional commitment	10	10	1	8
Understanding process of change	7		8	4
Decision-making ability			9	7
Awareness of D.C. facilities		7	1	1
Understanding of technological and sociological developments		9	7	8
Enhanced professional opportunities			7	10
Skills in interpersonal rel.				

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[1] Group ranking calculated by summing up individual rankings for each item. It was impossible to calculate precisely all rankings, owing to some scoring difficulties in initial administration, so listed above are the top four (1-4) and bottom four (7-10) rankings for each session. Items with no number shown fall between the top and bottom rankings.

TABLE 2. SUMMARY OF PARTICIPANTS' RANKING[1] OF ACHIEVEMENT OF INSTITUTE OBJECTIVES

Objective	Midpoint	Final Self[2]	 Group[2]
Improved professional competence	2	3	3
Interpersonal skills	3	3	2
Career development potential	4	2	3
Awareness of D.C. resources	1	1	1
Ability to facilitate change	5	4	4

[1] Ranking derived from summing up rankins of individuals. Note that in final rankings 2 objectives were tied in third place.

[2] "Self" refers to individual's estimate of his own achievement of these objectives; "group" refers to the individual's estimate of how the group ranking in achieving these objectives.

TABLE 3. SUMMARY OF PARTICIPANTS' RANKINGS[1]
OF PROGRAM COMPONENTS (FORMAT)

Component	Expected rank First week		Assessment Midpoint	Assessment Final
	Beg.	End		
Readings	8	9	8	7
Informal sessions	4	6	3	4
General group interaction	3	1	1	3
Seminars	NA	NA	5	4
Internship placements	1	3	4	2
One-to-one relationships	5	5	2	5
Course work	7	8	4	6
Field trips	4	2	6	7
Seminars with resourse persons	2	4	1	1
Special studies and projects	6	7	7	8
Professional associations	8	11	8	9
Distributed materials	9	10	NA	NA

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[1] Sum of individual rankings. Same ranking is shown twice when two items were tied for that ranking.

APPENDICES

WASHINGTON SEMINAR: LIBRARY CAREER DEVELOPMENT INSTITUTE

The Catholic University of America
Washington, D.C.

January 11 to May 7, 1971

Conducted under a grant from the U.S. Office of Education, Title II-B, Higher Education Act of 1965, P.L. 89-329, as amended.

PURPOSE

This concentrated program of opportunities is directed at increasing the personal and professional effectiveness of a selected group of librarians from across the nation who have shown potential leadership abilities. Using the unique resources available in the greater Washington area, this institute model will build toward individual career development based on the specific needs and abilities of the participants. It is proposed as a means to stimulate creative leadership in the library field at a time it is confronted with change and the stress produced by changing.

OBJECTIVES

1. To improve the competence of participants in terms of professional knowledge, skills and attitudes through an individually designed sequence of learning opportunities,
2. To develop and expand the personal leadership potential of each participant in terms of human relations skills and self-awareness,
3. To increase the career development potential of the participants for further long-term growth toward supervisory and management positions, and
4. To promote participant awareness and use of the national resources and leadership present on the Washington scene.

ANTICIPATED OUTCOMES

1. For the participants:
   - Increased knowledge and improved skills relating to present job responsibilities and future professional directions;
   - Broadened perspective and insight into personal abilities, resources, and goals;
   - Growth toward self-understanding and maturity through emphasis on goal-setting, self-assessment, and interpersonal relations;
   - Stimulation of personal and professional growth through the interchange of ideas and experiences among the participants and between them and their Washington environment;
   - Practical experiences through internship placements relevant to the participant's needs and goals;
   - Exposure to a wide spectrum of resources--individuals, institutions, experiences--which reveal the many ways that human resources can enable a library to fulfill its role in its community;

- Critical views of actual library problems and problem-solving methods within the context of theoretical constructs;
- Greater awareness and understanding of the technological and social developments affecting libraries;
- Generated interest and involvement with issues of concern to national library leadership; and
- Increased ability to identify and answer own needs for continuing education in the future.

2. For the libraries:
   - Opportunity for determining specific training directions for a selected staff member without taking the necessary time and resources to develop a training program;
   - Increased communication, problem-solving, and human relations skills of a staff member who has shown potential for administrative development;
   - Specific experiences of the participant as a resource for policy development and procedural approach in areas of library function and service;
   - A more effective internal resource to involve the library with various elements of the community it serves;
   - Direct use of Washington resources (through participant projects, field trips, consultations, and internships) to give perspective to the "home" library through broadened competence and viewpoint of the participant; and
   - Stimulation of commitment as well as competence in the individual participant as a catalyst for other staff members in the library.

NATURE OF PROGRAM

The program is designed as an active, concentrated, and specific learning experience on a full-time basis for librarians from all types of libraries across the country. This continuing education program will be individually tailored to meet the unique needs expressed by each participant and the library that sponsors him. Participants will be encouraged to integrate their past experiences from both academic and career backgrounds and to extend the meaning of those experiences plus their involvement in Institute opportunities into future directions.

A wide variety of individual and group learning opportunities will be offered. Institute course work and seminars will be specially designed to use resources from the greater Washington area. Supervised internships will be available in libraries and/or agencies closely allied with the participant's career interests and responsibilities. Specialized field experiences, special studies and projects, involvement in professional association activities, guidance and counseling, access to special resource people and institutions will round out the program in response to the specific needs of each participant.

More specific program goals and directions will be determined after the sponsoring libraries and individual participants have been selected and have indicated their goals, areas of interest, and desired development emphasis. In general, the program will include a human relations course at the post-master's level, seminar work with a problem-solving orientation, supervised internship placements (probably three days each week) and special projects and field trips bringing resources of research and expertise to relate to the specific career development of each participant. The first week will involve an in-depth orientation to the program. Participant evaluation will be in terms of self-assessed progress toward specific individual goals established at the outset of the Institute.

PARTICIPANTS

Ten participants will be selected on the basis of their demonstrated potential for supervisory and administrative development and for leadership in the field of librarianship. They may represent any type of library in any section of the country. Applicants should be under the age of 35, with up to five years of library experience, and must be either citizens or permanent residents. Applicants should have a graduate library degree or its equivalent. Special consideration will be given to applicants with present or future supervisory or administrative responsibilities, and to those who have had their career progress limited by some disadvantagement.

EXPENSES

Each participant will receive a $75.00 per week stipend (plus $15.00 per week for each eligible dependent) during the 17 weeks of the Institute. Costs for travel to the Institute and return home are the responsibility of the participant or his library. Living arrangements and expenses during the period of the Institute are the responsibility of the participant. Costs for field trips and individual or group consultation resources will be assumed by the Institute.

Since federal support covers only minimum living expenses, the library sponsoring the participant is expected to assure that no loss is incurred by the participant in terms of his total income, position, or benefits. Mutual agreement on the terms of an individual's participation must be reached prior to the Institute.

RESPONSIBILITY

The U.S. Office of Education grant is on the basis of this Institute evolving a new model for career development in professional fields. The Department of Library Science, the Catholic University of America, was selected on the basis of its strong interest in continuing education in the library field and the advantages provided by its close access to the wide range of resources in the Washington area.

The Institute Director, Miss Barbara Conroy, is directly responsible for the development of the program. She has a background of library supervisory responsibilities (Denver Public Library), staff development and training (Central Colorado Public Library System), and continuing education for library personnel (Western Interstate Commission for Higher Education), and is presently a doctoral candidate in the School of Education, Boston University, working in the fields of adult education, educational methodology, and behavioral sciences.

Consultants to the program are the Reverend James Kortendick, Chairman, Department of Library Science, Catholic University, and Dr. Elizabeth Stone, Assistant to the Chairman, Department of Library Science, Catholic University. Other consultants and resource people will be added later.

For further information, or questions, feel free to contact:

Miss Barbara Conroy, Director
Washington Seminar: Library
Career Development Institute
Box 727
The Catholic University of America
Washington, D.C. 20017

Phone: (202) 832-3085

This institution is in compliance with Title VI of the Civil Rights Act of 1964 and does not discriminate on the basis of race, color, or national origin.

APPENDIX B

WASHINGTON SEMINAR: LIBRARY
CAREER DEVELOPMENT INSTITUTE

THIS FORM IS TO BE COMPLETED BY THE SUPERVISOR AND/OR LIBRARY ADMINISTRATOR OF THE SUGGESTED CANDIDATE

In order to have a candidate considered for participation in the Institute, this form must be submitted to the Institute by November 20, 1970, in addition to the Participant Application Form, which is to be by the candidate. Forms may be mailed separately.

Please type or print. Use additional sheets if necessary.

NAME OF CANDIDATE	LIBRARY
NAME OF INDIVIDUAL(S) SUBMITTING THIS CANDIDATE	POSITION(S)

1. Describe the demonstrated leadership potential of the candidate in terms of his or her involvement, skills, attitude, and experience. Be specific.

2. What is your assessment of the candidate's needs and resources, both personal and professional?

over

3. What, if anything, has limited the candidate's career development to this point?

---

4. What outcomes are you hoping for if this candidate is selected as a participant?

---

5. If your candidate is selected as a participant, what are the terms of your agreement regarding his or her position, status, and responsibilities during this period of time? What plans have you made for the candidate's return in May? Be as specific as possible, even if the terms of your agreement are only tentative at this point.

Mail completed form to:

Miss Barbara Conroy, Director
Washington Seminar: Library
Career Development Institute
Box 727
The Catholic University of America
Washington, D.C. 20017

Phone: (202) 832-3085

APPENDIX B

WASHINGTON SEMINAR: LIBRARY
CAREER DEVELOPMENT INSTITUTE

PARTICIPANT APPLICATION FORM

Your completed form must be submitted by November 20, 1970. An additional form from the supervisor and/or library administrator who formally submits your name as a candidate from your library is also required, but may be sent separately.

In addition to these two forms, a transcript from the educational institution granting your graduate library degree and one letter of reference from someone who can speak with knowledge about your potential leadership qualities are required. The transcript and letter of reference may be sent separately from this form.

Please type or print. Use additional sheets if necessary.

NAME Mr. Miss Mrs. First Middle Last	SOCIAL SECURITY NUMBER ___ __ ____
HOME ADDRESS	TELEPHONE (incl. area code)

SEX F___ M___	AGE	U.S. CITIZEN Yes___ No___	MARITAL STATUS Single___ Married___

NUMBER OF DEPENDENTS (excluding yourself) who are claimable for Federal Income Tax purposes (If you file a joint regurn and are not the major earner, you may not claim any dependents.) __________

1. EDUCATIONAL INFORMATION
   A. List all formal education here--secondary school and beyond.

Institution and location	Years attended	Course of study	Degree or certification and year

B. List other training programs, courses, workshops, institutes, etc., in which you have participated.

Institution and location	When attended	Title of Program

2. OCCUPATIONAL BACKGROUND
Beginning with your present position, list your work experience both in and outside the library field.

Place of employment Where located	When Employed	Immediate Supervisor Name and Address	Title and brief descriptio of responsibilities

3. On a separate sheet briefly state your career goals. What kinds of responsibilities and positions do you seek? What progress have you made toward achieving these goals? Have any factors limited your career development?

4. What outcomes do you hope for from the Institute for yourself if you are selected as a participant? What needs do you feel the Institute might help you answer? (Use an additional sheet.)

Mail completed application to:

Miss Barbara Conroy, Director
Washington Seminar: Library
Career Development Institute
Box 727
The Catholic University of America
Washington, D.C. 20017

Phone: (202) 832-3085

APPENDIX B

GRADUATE DEPARTMENT
OF LIBRARY SCIENCE

THE CATHOLIC
UNIVERSITY
OF AMERICA
WASHINGTON D.C. 20017

WASHINGTON SEMINAR: LIBRARY
CAREER DEVELOPMENT INSTITUTE

PHONE: 202 832-3085

October 1, 1970

The enclosed material describes a unique institute for training in librarianship. It describes the intent and nature of this career development program together with the advantages expected for the individual participant and the library system from which he or she comes. As you read it, consider your staff as a source of likely candidates for this program.

The Institute program will be closely linked to the individual and his specific needs. It will also be closely tied to the library in terms of the individual's present and future responsibilities. It provides a rare opportunity for an individualized career development sequence directly relevant to the library system as well as the participant.

Institute participation will require careful pre-planning by the applicant and the library administrator. Applicants must be willing to participate fully in the entire 17-week term of the Institute. Library administrator and participant will be responsible for working out mutually acceptable arrangements regarding finances, benefits (vacation time, health insurance, travel expenses, etc.) and work responsibilities during this "sabbatical" period.

A Participant Application Form is enclosed. In addition, a form which is chiefly the responsibility of the candidate's supervisor and/or library administrator seeks a statement as to why the applicant is suggested as a candidate for this particular institute.

Participant selection will be on the basis of the forms and records submitted. The deadline for submitting forms for candidates for the Institute is November 20, 1970. Selected applicants will be notified on or before December 1.

If you have specific questions that are not answered by the enclosed material, contact Washington Seminar: Library Career Development Institute, Box 727, The Catholic University of America, Washington, D.C. 20017. Phone: (202) 832-3085.

Very truly yours,

Barbara Conroy, Institute Director

INSTITUTE PROGRAM ELEMENTS

All program elements are to build toward the overall objective, "to improve career development potential for further long-term growth in supervisory and management positions." Using a variety of approaches and learning situations, sequential development will be individually designed for each participant based on his capabilities, experiences, interests, and goals. Development will be in terms of the knowledge, skills, attitudes and behavior needed to build toward greater leadership capabilities.

Policy statements for each program element will be developed. This paper attempts to show an overview of the entire Institute and the interrelationship of each program element for purposes of planning. It will have other uses--for instance, as an orientation tool for participants and a source of information to those interested in program design.

STATEMENT OF PURPOSE AND INTENT

1. Course work

   a. Human resources
   Blend of theory and experience-based sessions to gain perspective on the intrapersonal self and the self in relation to others in groups and organizations.

   b. Library management and administration
   A sequence developed from the needs expressed by the group using pertinent resources--people, programs, materials--to meet those needs.

2. Internship

   "Specialized field experience and training that will enable the participant to return to his job better equipped for it and for his career advancement." Experience will be of sufficient depth and variety to expand perspective, build skills, test new roles for the participant.

3. Seminars

   Lecture-discussions, interpretation sessions, forum for analysis and problem-solving designed:

   a. To familiarize the participant with major libraries and library services in Washington, and

   b. To bring together theory and practice learnings.

4. Field trips

   "Individual and group visits to libraries, institutions and agencies, and activities in the Washington area--including such activities as needed for the participant to become aware of HEW priorities."

5. Projects

   Guided reading, research, and special study efforts planned by the participant to support his interests, goals, and home library responsibilities.

6. Professional associations

   Involvement in meetings and activities of associations either on a local or national basis to expand perspective, build valuable organizational experience and contacts for use later as well as to lend personal resources to the efforts of these organizations.

Total Institute experience will serve as a laboratory for interpersonal relationships, study groups, and individual behavior, as well as help form support and referent group of contacts during and after the Institute.

10/21/70

APPENDIX C

WORKING PAPER ON PROGRAM COMPONENTS: COURSE WORK

General policy statement:

Course work will serve as the base for conceptual input into the Institute program. Its design and nature will reflect two areas: human resources and library administration. Theory presentations will be supplemented with opportunities for skills development, attitude assessment and behavioral application, as well as generalized knowledge. As such, course work must be closely coordinated with other parts of the Institute program. This is the responsibility of the Director. Institute faculty will serve in a team relationship with the Institute staff in planning and design for presentation.

Criteria:

1. Course segments will be responsive to indicated needs expressed by Institute participants,
2. Alternative approaches for content and method will be considered in planning for each presentation,
3. Physical facilities will be provided by the campus, and will be selected to meet the needs of the program,
4. All course segments will be evaluated.

Structure:

Course work will be presented in different models. The pattern for human resources will be a regularly scheduled weekly sequence. Other "course work" (i.e. theory sequences) may be intensive, self-contained units of 1-2-3 days. Scheduling of course work must take into account other learning experiences during the Institute.

Procedure:

Discover and explore likely resources to meet needs (anticipated or expressed) of the participants.

Contract for and schedule input relevant to needs.

Plan for presentation and integration of segment into total program.

Evaluate in terms of effect on participants.

12/28/70

APPENDIX C

WORKING PAPER ON PROGRAM COMPONENTS: INTERNSHIP

General policy statement:

The internship is a fundamental component of the total Institute program aimed at its basic objective "to improve the career development potential for further long-term growth in supervisory and management positions." Its specific objective is to provide practical focused field experiences to enable each participant to develop his own practical and professional philosophy of library science principles in action, especially those dealing with the management and administration of libraries. This philosophy will evolve through guided integration of internship work experiences and other program components--course and seminar work, readings, special projects, field trips, professional association involvement--each of which will be designed to help the participant to generalize from his experiences. The basis of the internship must rest on clear objectives, valid needs, and applied learnings.

The intern (i.e. participant of Washington Seminar) is a librarian of demonstrated potential with up to five years of library experience in addition to his academic preparation. The placement site (a library or educational center) will provide supervised experience to supplement and extend the intern's capabilities for his present and future responsibilities in the library system which sponsors his Institute participation. The placement agency is expected to utilize the particular abilities and experiences of the intern in ways which further the agency's goals. The Institute Director will perform variable roles as needed by both participant and site.

Criteria for selection of sites:

1. Personally and socially meaningful involvement in terms of:
    a. creative and responsible tasks,
    b. relevancy to interests and needs of participants and libraries to which they will be returning,
    c. variety and depth of experience and activity,
    d. factors of independence and interdependence.

2. Feasibility, in terms of:
    a. hours,
    b. duration of project,
    c. location,
    d. satisfactory working conditions,
    e. people factor strong, not just things,
    f. large enough to reveal organizational/group workings.

3. Site agreeable to participant involvement and procedural requirements:
    a. contracting
    b. supervision
    c. evaluation

Structure:

The internship is seen as three days a week, scheduled full-time. Duties and responsibilities must be jointly agreed upon by:

1. The supervisor/administrator of the placement site representing the opportunities, possibilities, and needs of that agency;
2. The intern representing the needs and interests of himself and his sponsoring library;
3. The Institute Director representing the aims of the total Washington Seminar program and chiefly responsible for establishing, maintaining, and evaluating this component of the program.

Design and scheduling models may vary as extensively as needs dictate. Placement agreements must be fair and equitable for all parties. Agreements will be considered negotiable and flexible for adjustment. Periodic conferences and reports will provide the main points of communication between the Institute Director and the placement site. Also the home library (meeting 10/26/70)

Possible outcomes for agency of placement:

1. A funded internship with the major burden of program administration, search, and evaluation assumed by the project (i.e. help with planning and supervision in return for the services of a trained and experienced librarian.)

2. An added resource to present staffing, especially in the areas of human relations, problem solving, communications, for use in policy development and procedural approaches to library functions.

3. Continued professional growth for staff in explaining and interpreting library policies and procedures to the intern.

4. The use of an experienced librarian for special projects, for planning or evaluative functions to provide a theoretical base and research approach beyond usual staff resources.

5. The stimulation of an objective observer as a new source of ideas and perspective.

Possible outcomes for the participant:

1. First-hand acquaintance with a sizeable library organization in action with an in-depth look at its objectives, its functions, and its problems. (Strong emphasis on its problems, possibilities, and relation to its public and to society to provide stimulation of new ideas, resources, contacts, experiences--in relation to needs and directions.)

2. Exposure to the specific application of general library principles in a library system.

3. Application of conceptual learnings to analyze, interpret, and perform in a work situation.

4. An opportunity to try out new problem-solving skills and behaviors with supervision and advice but without job jeopardy.

5. An opportunity to adapt to a wider range of professional functions and to more comfortably and capably do so within the demands of a variety of jobs.

6. Growth of a problem-solving approach that will carry over into all phases of his professional life.

7. A challenge to his capacity--the ability to assume responsibility, to solve problems and make decisions at a given level of function with groups within an organizational structure.

8. A reinforcement of professional attitudes, commitments, and ambitions--a firm identification of the individual with his profession.

9. An opportunity for valuable contacts with Washington area resources (meeting 10/26/70).

What is needed to establish the internship:

1. Participant's indication of his experience and his needs and interests. (Main source: application forms plus subsequent correspondence)

2. Home library system's recommendations.

3. Placement system--information about system needs, structure of work experience they can offer. (Main source: contacts with Washington libraries, educational centers, and other pertinent agencies, plus professional associations contacts, through use of form and structured interview)

Procedure in search for placement sites:

1. State rationale for selection of internships (policy statement p. 1)
2. Determine criteria for selection.
3. Contact resources aware of Washington scene for briefing and contacts.
4. Initial direct contacts with possible sites.
5. Follow-up of positive responses (form, structured interview, and visit).
6. File of site possibilities with information on each.

7. Negotiation with supervisors.

8. Initial matching with possible participant interests and needs after December 1.

9. Contracting on terms for placement.

10. Finalize with participant, supervisor, director:
    a. procedures
    b. responsibilities (procedure manual forms necessary)
    c. evaluation

Scheduling of activities:

Oct.-Dec.--Institute Director and supervisor/administrator explore expectations for the role and function of intern, possible specific projects, and necessary procedures. The Director may aid in planning the nature of training and supervision, and in meeting the procedural requirements for the involvement. Arrangements between intern and placement site may be initiated before the actual beginning of the Institute.

January--Three-way contracting of Director, intern, and agency resulting in written and agreed responsibilities of each party.

What is needed to maintain the internship program:

1. Agency: Keep intern creatively and constructively occupied by offering meaningful and supervised training experiences including him as part of staff. Fulfill terms of original contract.

2. Participant: Fulfill terms of agreement as to his responsibilities, using work experiences as base for seminar sessions to integrate with theory from readings and lectures, and with experiences from home library situation, and, in turn, offering theoretical and research resources to placement agency.

3. Director: Negotiate problems and issues with participant and agency if necessary. Development of procedural support structures:
    a. to provide communication channels
    b. to provide necessary consultant help on problems and projects and to help participants integrate internship experiences with other components of Institute program
    c. to help system and participant evaluate the experience
    d. to maintain close tie-in with supervisor at placement site and in home library

What is needed to evaluate the internship program:

1. Agency: Early statement of clear objectives for their involvement. Periodic conferences and reports on progress of intern.

Final summary statement regarding the assignment given the intern, the impact of the program on the agency, and a critical evaluation of the program.

2. Participant: A clear statement of objectives sought for the internship component of the Institute. Frequent consultations with agency supervisor and Institute Director. Shared insights and participation in seminar sessions with other interns. Final summary statement of impact of placement site on personal development, nature of major learnings from the experience and critical evaluation of the internship part of the Institute program.

3. Institute staff: Assessment of intern's entry-level knowledge, skills, attitudes, and behavior and his subsequent development in those areas as a result of placement. Frequent consultation with agency supervisors and interns regarding the degree of benefit being sought and found by both. Final compilation of data from all sources regarding the value of the internship placements.

10/21/70

WORKING PAPER ON PROGRAM COMPONENTS: SEMINARS

General policy statement:

The Institute is seen as a "learning community" of professional librarians involved in continuing education. It will provide the opportunity, structure, and climate for participant activity and involvement--the source of his learning. The participant will be regarded as the center of the learning process. The Director will be seen as the leader and coordinator. The content stress will be on applied behavioral sciences aimed specifically at developing effective professional leadership. The program is regarded as voluntary and free of compulsion of formal education.

Criteria:

1. All program elements, especially the seminars, are seen to be flexible and continually assessed in terms of their effectiveness in meeting established objectives.

2. Seminars will actively involve the Institute participants and staff, including consultants of pertinent skills.

3. Seminars will aim at sequential development of a group of leaders--in terms of both their individual and group maturity.

4. Seminar programs will integrate skillful and knowledgeable resource people (both specialists and generalists), adequate planning, equipment, materials and facilities, and a variety of instructional methods and approaches--all relevant to the adult learner in a continuing education context.

5. Seminars will provide a structure for continual assessment of learner progress toward his goals--a motivational as well as an evaluative function.

6. Resources used for seminars will be designed to provide relevancy for the participant's professional interests and goals and his development of needed skills and knowledge pertaining to his library situation.

Structure:

The seminar sessions will be characterized by diversity. Possible formats to be considered are:

1. lecture-discussion
2. conference
3. problem-solving and analysis sessions
4. role playing
5. demonstrations and exercises
6. interpretation and critique sessions

Structure will be selected on the basis of the most effective educational technology suitable for content and purpose.

Procedure:

1. identify participant needs
2. assess and establish priorities
3. evolve instructional objectives for each seminar
4. identify resources (people, organizations)
5. select and charge resource people
6. schedule sessions
7. provide necessary facilities and equipment
8. evaluate session

At each of the procedural steps, there must be a high capability of adjusting to a changing situation. Throughout the procedure, staff involved in the seminar will operate as a team in planning, implementing, and evaluating the program.

10/21/70

APPENDIX C

WORKING PAPER ON PROGRAM COMPONENTS: FIELD TRIPS

Criteria:

1. Selection of sites to be visited will be that of the Director and participants.
2. Site activity must be relevant to the Institute program and/or the participants' job responsibilities.
3. Interpretation and critique sessions will follow each field trip.
4. Arrangements for visits will be the responsibilities of members of the Institute staff.
5. Visits may be by individuals, small groups, or the total group. Financial consideration must be equitable for participants.

Procedure:

1. interest expressed by group
2. arrangements made by Institute staff

10/21/70

APPENDIX C

WORKING PAPER ON PROGRAM COMPONENTS: PROJECTS

General policy statement:

Individual and/or group projects will be encouraged:

1. To support special interests to be developed
2. To foster in-depth learning experiences
3. To generate initiative and independent action
4. To offer opportunity for involvement of the individual participant to the degree he seeks
5. To offer opportunity for continuous links with the participant's home library situation

Criteria:

1. Projects must be carefully planned and presented in proposal form.
2. Institute Director will review proposals to assure their relevance to the participants' learning experience.
3. Initiators of the proposal may choose consultant and/or resource help from Institute staff, faculty or individuals and groups outside the Institute program.
4. All proposals must have built-in plans for evaluation.

Procedure:

To be determined by Director and participants later. In general, it will be the problem-solving/action plan approach: write proposal with diagnosis of problem and intent, involve pertinent resources, develop action, implement and evaluate. Position papers--presentation of statement and defense.

10/21/70

APPENDIX C

WORKING PAPER ON PROGRAM COMPONENTS: PROFESSIONAL ASSOCIATIONS

General policy statement:

Leadership potential is as needed in professional associations as it is in libraries. Thus, participant involvement in local and national professional association activities will be supported and encouraged by the Institute. It is assumed that participant involvement will be voluntary and according to interest. The role of the Institute is to facilitate that involvement, through communications and provision of entry--not through coercion.

Procedure:

1. Contact with local and national offices concerning:
    a. short-term membership
    b. nature of involvement possible
    c. organizational resource people
    d. organizational purposes and activities
2. Establish regular communication pattern with participants to inform them of meetings, activities, events, people.

10/21/70

APPENDIX D

WASHINGTON SEMINAR: LIBRARY
CAREER DEVELOPMENT INSTITUTE

The Catholic University of America
Washington, D.C.

January 11-May 7, 1971

The goal of learning in this Institute is to enable individuals, groups, and libraries to become more fully functioning, effective, and productive entities in society. The Institute process is provided in order that participants, alone and in groups, can help themselves to learn and to identify and fulfill their own expectations and the expectations of the libraries they represent.

Certain basic principles are involved in effective adult learning. To assure a common point of reference within our "learning community" they are stated here.

> Learning is an experience which occurs inside the learner and is activated by the learner. Learning is not only a function of what a teacher does to or says to or provides for a learner. More significantly, learning has to do with something which happens in the unique world of the learner. Learning flourishes in a situation in which teaching is seen as a facilitating process that assists people to explore and discover the personal meaning of events for them.
>
> Learning is the discovery of the personal meaning and relevance of ideas through experience. It is a process which requires the exploration of ideas in relation to self and community so that people can determine what their needs are, what goals they would like to formulate, what issues they would like to discuss, and what content they would like to learn.
>
> Learning is a cooperative and collaborative process. Problems which are identified and delineated through cooperative inter-action appear to challenge and to stretch people to produce creative solutions and to become more creative individuals.
>
> Learning is an evolutionary process and sometimes painful. It calls for giving up the old and comfortable ways of believing, thinking and valuing.
>
> One of the richest resources for learning is the learner himself. Each individual has an accumulation of experiences, ideas, feelings, and attitudes which comprise a rich vein of material for problem-solving and learning. Situations which enable people to become open to themselves, to draw upon their personal collection of data, and to share their data in cooperative interaction with others maximize learning.

> The process of learning is emotional as well as intellectual. Learning is affected by the total state of the individual.
>
> The process of problem solving and learning are highly unique and individual. Each person has his own unique styles of learning and solving problems. People sometimes need help to define and make explicit to themselves the approaches they ordinarily use so that they can become more effective.

With these principles in mind, the Institute has been designed to provide conditions which will facilitate maximum learning of the participants. The aim is for an open climate in which the individual can discover the personal meaning of ideas for meaningful learning is characterized by its uniquely personal and subjective nature. This aim can only be fulfilled in an atmosphere of acceptance and respect for the individual and a tolerance for ambiguity, difference, and confrontation. Deep and lasting learning is a cooperative process with built-in opportunities for self-evaluation. Above all, learning rests on involvement and investment of the individual. Returns to the individual are commensurate with the degree to which he invests himself.

Barbara Conroy
Institute Director

January, 1971

INTERNSHIP PLACEMENTS

The following are necessary to enable each participant to develop carefully this phase of the Institute:

Working papers (i.e. guidelines)
Procedures (below)
Intern Placement forms
Placement Evaluation forms

Procedures for establishing internship placement:

First step

Director will suggest alternatives to each participant--those sites which seem likely to meet his stated goals.

Participant determines his goal priorities, views the possibilities, and makes the initial choice(s).

Director notifies desired site(s) of participant interest and intent and establishes the connection between the two.

Second step

Participant and designated site liaison meet and negotiate.

Participant is responsible for Intern Placement forms--one copy, signed by site and participant, is given to Director together with relevant materials, if available. (Copies may also be given to site and participant.)

Director views agreement in terms of it being a valid learning experience and non-exploitative.

During the course of the internship placement, either the participant or site may use the Director or other resources available to the Institute for advice and consultation. Procedures for analysis and sharing of learnings for this experience will be developed by the group. Final evaluation forms must be submitted to the Institute Director at the conclusion of the placement project.

APPENDIX E

INTERN PLACEMENT FORM

ORGANIZATION NAME & ADDRESS	NAME & TITLE OF SITE LIAISON PERSON
NAME & TITLE OF ORGANIZATION HEAD	BRIEFLY DESCRIBE THE WORKING RELATIONSHIP OF INTERN & LIAISON

OBJECTIVES OF ORGANIZATION

INTERN ASSIGNMENT(S) (Define assigned activities, responsibilities, and duties)

ANTICIPATED DURATION OF ASSIGNMENT (i.e. number of days per week, number of weeks, and preferred time period)

WORKING CONDITIONS AND EXACT LOCALE

NECESSARY INTERN QUALIFICATIONS (i.e. skills, abilities, transportation, etc.)

RECORDS LIKELY TO BE AVAILABLE AS A RESULT OF THIS ASSIGNMENT

TERMS OF AGREEMENT (responsibilities, degree of completion expected, nature of task evaluation planned, provision for renegotiation, kinds of obligations and privileges, etc.)

What outcomes do you anticipate from this assignment that will help in your growth toward your goal(s)? Specify goal(s) being sought through this placement.

APPENDIX E

INTERNSHIP EVALUATION FORM

Name of intern______________________________

Internship project______________________________

____

1. What were the major benefits to your organization (agency/library) and/or yourself as a result of the intern's involvement?

2. Was the task assigned to the intern logically approached and capably implemented by him? Be specific. Would another approach have been more helpful? If so, why?

3. Do you think the major transfer of learnings has been the exchange of technical expertise or more in the area of attitudes and insights? Comment about the intern as learner and about the site as learner.

4. Define any problems you encountered in working with the intern or the program.

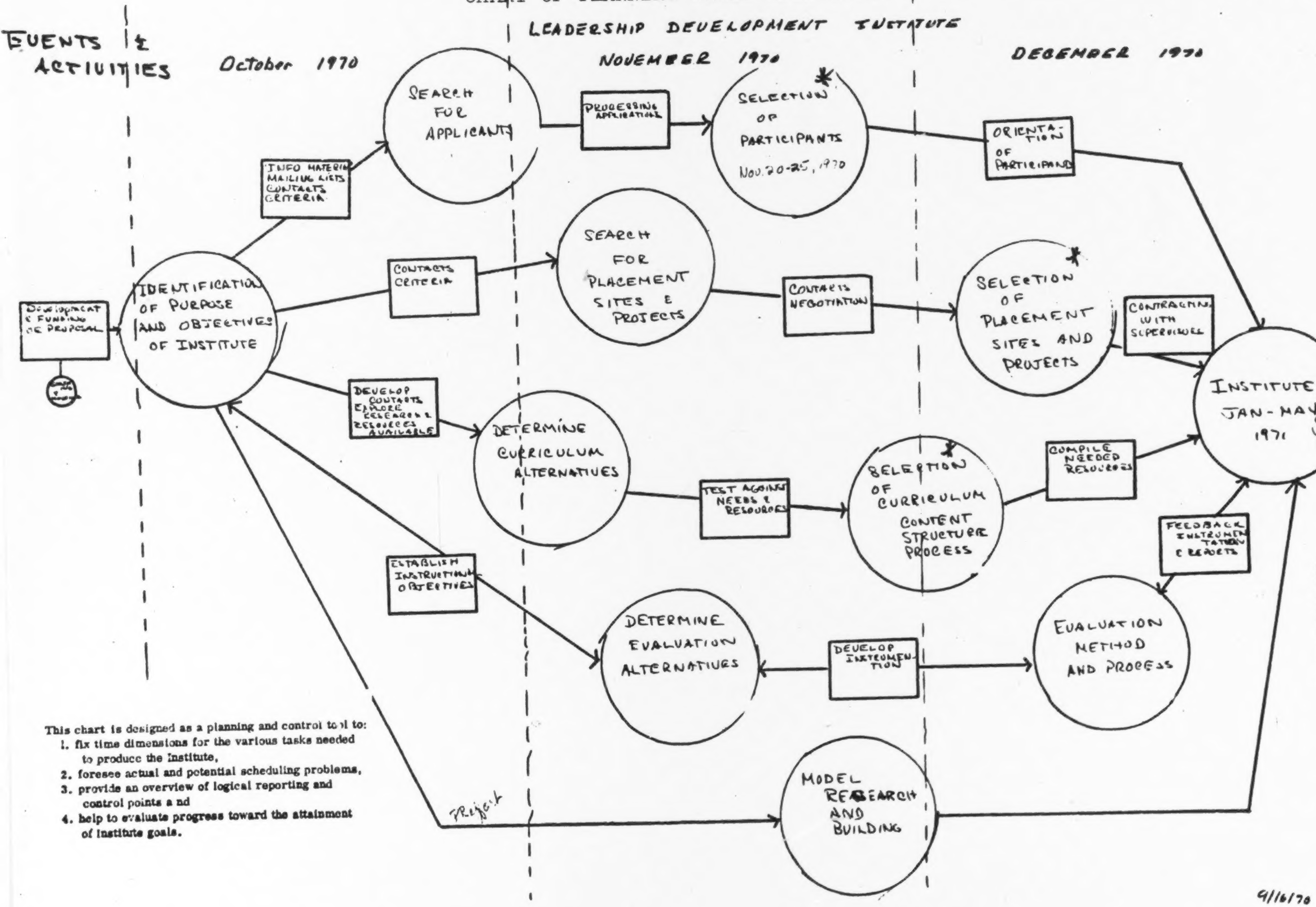
5. If the Institute were to be repeated, would you be willing to accept another intern?

6. Comments and reflections--general or specific:

Submitted by______________________
Organization______________________

APPENDIX F

CHART OF PLANNING PHASE ACTIVITIES


LEADERSHIP DEVELOPMENT INSTITUTE
EVENTS & ACTIVITIES
October 1970
NOVEMBER 1970
DECEMBER 1970
Development & Funding of Proposal
IDENTIFICATION OF PURPOSE AND OBJECTIVES OF INSTITUTE
INFO MATERIAL MAILING LISTS CONTACTS CRITERIA
SEARCH FOR APPLICANTS
PROCESSING APPLICATIONS
SELECTION OF PARTICIPANTS
NOV. 20-25, 1970
ORIENTATION OF PARTICIPANTS
CONTACTS CRITERIA
SEARCH FOR PLACEMENT SITES & PROJECTS
CONTACTS NEGOTIATION
SELECTION OF PLACEMENT SITES AND PROJECTS
CONTRACTING WITH SUPERVISOR
DEVELOP CONTACTS EXPLORE RESEARCH & RESOURCES AVAILABLE
DETERMINE CURRICULUM ALTERNATIVES
TEST AGAINST NEEDS & RESOURCES
SELECTION OF CURRICULUM CONTENT STRUCTURE PROCESS
COMPILE NEEDED RESOURCES
INSTITUTE JAN-MAY 1971
ESTABLISH INSTRUCTIONAL OBJECTIVES
DETERMINE EVALUATION ALTERNATIVES
DEVELOP INSTRUMENTATION
EVALUATION METHOD AND PROCESS
FEEDBACK INSTRUMENTATION & REPORTS
Project
MODEL RESEARCH AND BUILDING
*

This chart is designed as a planning and control tool to:
1. fix time dimensions for the various tasks needed to produce the Institute,
2. foresee actual and potential scheduling problems,
3. provide an overview of logical reporting and control points and
4. help to evaluate progress toward the attainment of Institute goals.

9/16/70

APPENDIX G

INSTITUTE PARTICIPANTS

Sister Dorothy Beach
Trinity College Library
Washington, D.C.

Mr. Ulysses Cameron
Federal City College
Washington, D.C.

Miss Albertine Collins
Federal City College
Washington, D.C.

Mrs. Ruth L. Flint
Barrow Day School
Barrow, Alaska

Miss Naomi Harrison
D.C. Public Library
Washington, D.C.

Mr. Peter Haskell
Cornell University Libraries
Ithaca, New York

Mr. Irving Kirk
SUNY College at Fredonia
Fredonia, New York

Brother Timothy McCrohan
Iona College Library
New Rochelle, New York

Mr. Leo Rogers
Millersville State College
Millersville, Pa.

INSTITUTE RESOURCE PERSONS

Mr. Tom Armor
Organizational Development Clinic
Washington, D.C.

Miss Alice Billingsley
Library Specialist
ERIC
American Society for Information Science
Washington, D.C.

Mr. James C. Bostain
Specialist Communications and Linguistics
Arlington, Virginia

Mr. Carper Buckley
Former Superintendent of Documents
Government Printing Office
Washington, D.C.

Mr. Kurt Cylke
Federal Library Committee
Library of Congress
Washington, D.C.

Mr. Henry Drennan
Library Divion
U.S. Office of Education
Washington, D.C.

Dr. Bruce Fretz
Test interpreter for Institute
Psychology Department
University of Maryland
College Park, Maryland

Dr. Charles H. Goodman
Human Resources in the Library (course)
School of Government and Public Administration
American University
Washington, D.C.

Mr. Jacke C. Harris
Community Leadership and Development Department
Springfield College
Springfield, Mass.

Dr. Jack Jones
National Training Laboratories
Washington, D.C.

Rev. James J. Kortendick
Chairman
Dept. of Library Science
Catholic University
Washington, D.C.

Mrs. Kathleen Maher
Data Processing Specialist
Catholic University
Washington, D.C.

Miss Jean-Anne South
Bureau of Library Programs
U.S. Office of Education
Washington, D.C.

Dr. Elizabeth W. Stone
Associate Chairman
Dept. of Library Science
Catholic University
Washington, D.C.

Dr. Martha Jane Zachert
Federal Library Simulation Workshop
School of Library Science
Florida State University
Tallahassee, Florida

INSTITUTE TOURS AND FIELD TRIPS

Federal City College
Educational Materials Center
Washington, D.C.

Federal City College
Media Center
Washington, D.C.

Trinity College Library
Washington, D.C.

Catholic University Library
Washington, D.C.

Government Printing Office
Washington, D.C.

Enoch Pratt Library
Baltimore, Maryland

National Technical Information
Service
Springfield, Virginia

Library of Congress
Washington, D.C.

Remington Rand Library Bureau
Washington, D.C.

Howard University
Learning Center
Washington, D.C.

Northern Virginia Community
College
Annandale, Virginia

University of Maryland
Computer Center
College Park, Maryland

Northern Virginia Community
College
Baileys Crossroads, Va.

National Agricultural Library
Beltsville, Maryland

Civil S[illegible]e Commission
Washing[illegible] D.C.

LACUNY Conference
New York, New York

ALA Convention
Dallas, Texas

WASHINGTON SEMINAR
SCHEDULE OF EVALUATION INSTRUMENTATION
1971

Instrument	January	March	May	July	December
Career Profile	X				X
Anticipation/Gain					
Content importance	XX	X	X	X	X
Format value	XX	X	X	X	X
Major outcomes	XX	X	X	X	X
Use of Washington Resources	X				X
Personal Orientation Inventory	X				
File and Remmers/How Supervise	X				
Leadership Opinion Questionnaire	X				
Internship Evaluation			X		
Structured Interviews (Conroy)and Kortendick)		X			
Sociometrics		X	X		

________Self-inventory reports (logs)__

______Director observation_____

EVALUATION INSTRUMENTATION

INSTRUMENT	PURPOSE	USE OF DATA
Career Profile	to assess career status, responsibilities and satisfaction	to compare past and present with future data
Anticipation/Gain Content importance *	to rank content areas for their importance to participants, employer to rank content areas for perceived gains	to compare initial and subsequent ranks to compare participant and employer rankings to compare anticipation, gain and outcomes
Anticipation/Gain Format value *	to reveal anticipated importance of types of program activities to assess value of each format	to compare anticipated with perceived value of formats
Anticipation/Gain Major outcomes *	to indicate major desired outcomes to indicate major achieved outcomes	to compare with goals to measure against content gain and importance and outcomes
Use of Washington Resources	to reveal extent of use before and after program	to measure pre and post assessment
File and Remmers	to give pre/post measure of supervisory skills	to compare Institute with control group to compare entry and exit level
Leadership Opinion Q	to give pre/post measure of leadership attitudes	to compare Institute with control group to compare entry and exit level
Personal Orientation I.	to give pre/post assessment of personal goals and attitudes	to compare Institute with control group to compare entry and exit level to provide guidance for goal setting

INSTRUMENT	PURPOSE	USE OF DATA
Internship Evaluation*	to measure job ability and behavior	to compare before and after effectiveness to evaluate format
Interviews	to assess progress toward goals	to evaluate program effectiveness
Sociometrics	to give peer evaluation of individuals	to provide guidance in goal setting
Self-inventory reports	to articulate learnings from activities to provide self and program awareness of activities to reinforce learnings	to view progress toward goals to communicate and link resources with needs